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ABSTRACT

This report is one of several North Carolina Community College System accountability measures designed to report on critical success factors. Critical success factors are those issues that are instrumental for an institution to prosper and accomplish its goals. The data presented in this report are indicators of the "health" of the System, the extent to which the System is addressing the needs of the state, and the success of the System as measured by student outcomes. Longitudinal data is provided where available. The report has been modified to include institutional data, for which the colleges have been grouped according to total full-time equivalent students. A description of a critical success factor is provided at the beginning of each section of the report; there are seven factors analyzed in total: (1) student success; (2) resources; (3) access; (4) education continuum; (5) workforce development; (6) community services; and (7) program management and accountability. In presenting the data for each of these measures, background information on the measure is provided along with the methodology of data collection. Following the data, recommendations for improvements to the measure or for future analysis are given. (TGO)

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ED 432 318

1999 CRITICAL SUCCESS FACTORS

FOR THE

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Tenth Annual Report

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North Carolina Community College System
Planning & Research Section

April 1999

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1999 CRITICAL SUCCESS FACTORS

FOR THE

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Tenth Annual Report

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CRITICAL SUCCESS FACTORS FOR THE

NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

Tenth Annual Report
April, 1999

INTRODUCTION

This tenth annual report on the critical success factors for the North Carolina Community College System is one of several System accountability tools. The data presented in this report are indicators of the health of the System, the extent to which the System is addressing the needs of the state, and the success of the System as measured by student outcomes. Where possible, data covering a five-year period have been presented to indicate trends relative to the measures.

The original intent of the critical success factors report was to present data that would measure the performance of the System. As the years have progressed, however, the report has been modified to include institutional data on certain measures. In presenting institutional data, no attempt has been made to rank colleges relative to performance on measures due to the differences in the nature of the colleges and the quality of the data currently being collected. Instead, in presenting institutional data, the colleges have been grouped according to total full-time equivalent (FTE) students and listed within each group in ascending order by FTE.

In 1993 the General Assembly passed a special provision on accountability. The special provision mandated that the State Board of Community Colleges review the critical success factors and measures to establishing performance standards for those measures that would indicate colleges' progress in addressing System goals. An accountability task force was established during the summer of 1993 and began the process of reviewing the critical success factors and measures and establishing performance standards. Performance standards for certain critical success factors measures have been adopted.

Over the years, experience with the critical success factors and their measures, as well as modifications in the factors and measures, has resulted in improved data collection and reporting. While improvements have been made, there still remain some problem areas. Emphasis will continue to be placed on developing standard definitions for certain measures and for insuring the systematic collection of data by all colleges.

As in previous years, a description of a factor is provided at the beginning of each section of the report. In presenting the data for each of the measures, background information on the measure is provided along with the methodology of data collection. Following the data, recommendations for improvements to the measure or for further analysis are given.

CRITICAL SUCCESS FACTORS

BACKGROUND AND DEVELOPMENT

Critical success factors have been defined as "the key things that must go right for an enterprise (in this case, the North Carolina Community College System) to flourish and achieve its goals." The concept of critical success factors was developed at the Massachusetts Institute of Technology, Sloan School of Business for application in a business setting, but it is applicable to any organization. The effort to identify these "key things" enables the organization to focus its efforts. Thinking through appropriate measures for the factors insures that the organization will examine its performance. Thus, critical success factors are both a planning and an evaluation/accountability tool.

USES FOR CRITICAL SUCCESS FACTORS

- **Accountability**
- **Development of Strategic Goals**
- **Improvement of Programs and Administration**

Measurements of the attainment of critical success factors are an important part of the accountability system in use in the Community College System. A number of tools are in place and in use by the State Board. The colleges are required to conduct a planning process that includes goal-setting and evaluation of progress toward those goals. Other accountability mechanisms include curriculum standards, review of institutional plans and programs, program and financial audits, program monitoring and accreditation.

In its 1989 session, the North Carolina General Assembly adopted a provision (S.L.1989; C. 752; S. 80) which mandated that:

> "The State Board of Community Colleges shall develop a 'Critical Success Factors' list to define statewide measures of accountability for all community colleges. Each college shall develop an institutional effectiveness plan, tailored to the specific mission of the college. This plan shall be consistent with the Southern Association of Colleges and Schools criteria and provide for collection of data as required by the 'Critical Success Factors' list."

The colleges, in turn, were granted a greater degree of flexibility in deciding how to use their state funds.

This special provision is neither the first nor the last state initiative linking flexibility in the use of funds with required accountability measures. Its requirements leave in the hands of the State Board and the colleges the identification of the key factors that will be measured and the specific approach that will be taken to measure them. The measurement of these factors provides a way of showing how well the System is doing its job as assigned by law and how well the System is addressing the goals set by the State Board of Community Colleges.

The critical success factors were developed by the State Board to measure the System, not individual colleges. The state totals and averages do provide a benchmark for the colleges to measure their efforts and institutional data on selected measures are presented in this report. Still, the critical success factors compiled for assessing the performance of the System will not be exactly suitable for measurement of any institution. For example, the percentage of students in the University of North Carolina System who attended a community college is a measure that helps System leaders evaluate our System's progress over time and compare our System with others, but it cannot be meaningfully calculated for individual institutions. Especially in these times when budgets are very tight, the performance of individual colleges on measures such as currentness of equipment and meeting Association of College and Research Libraries standards may reflect the results of hard choices made by individual administrators, and not be inherently any better than the choice made by another institution.

Some measures are so important to any real attempt to assess success that their absence compromises the result. Yet, some of these measures are not possible within the present capacity of the System to measure. In the initial year, a commitment was made that since resources for data collection at the campus level were already strained; no measures requiring additional surveys or data collection at the college level would be selected. Last year we began surveying the colleges for a small amount of data, and we have made some improvements in the collection of data at the state level that enable us to provide new and more in-depth information on some factors.

There remain some measures that are essential to a meaningful report, yet are beyond our capacity. The most essential of these is persistence of students toward goals, which is a key component of the Student Progress Monitoring System that is yet unfunded. Other outcomes being developed are related to employer satisfaction with graduates and the success of the Small Business Centers.

This report includes background information explaining why each measure was chosen, what it is intended to show and the limitations of the data. The data and sources of the data, a brief assessment of the implications of the data and recommendations for future changes in the measures are given. Where appropriate, institutional data are presented on selected measures. Recommendations for program changes indicated by the data are outside the scope of this report.

The critical success factors were originally adopted by the State Board of Community Colleges in July 1989 and amended in September 1990, September 1991, and in September 1992. North Carolina has adopted the matrix format of the National Alliance of Community and Technical Colleges to graphically display the set of factors chosen. The matrix showing the factors and measures is on page 4.

North Carolina Community College System
CRITICAL SUCCESS FACTORS AND MEASURES OF QUALITY, 1997-98

FACTOR I Student Success	A. Number of students returning from previous quarters	B. Progress of literacy students	C. Number of GED's and AHSD's awarded compared to the number of dropouts statewide	D. Performance of transfers after two semesters	E. Rate of success on licensure exams (where such are required)	F. *Program completion rates*	G. *Passing rates for remedial courses*	H. *Passing rates for "General Education" and "related" courses*
FACTOR II Resources	A. Average salaries as a percent of the Southeastern regional average	B. *Student/faculty ratio*	C. *Participation in staff development programs: Tier A*	D. Currentness of equipment	E. Percent of libraries meeting ALA* standards	F. System Funding/FTE		
FACTOR III Access	A. Enrollment of high school dropouts; handicapped; disadvantaged; single parents; nontraditional high school diploma earners; inmates	B. Number served by type through literacy programs and percent of target population served	C. Number & percent of dropouts annually served by literacy programs	D. Percent of students receiving financial aid and amount of aid compared with *cost of attendance*	E. Percent of population in service area enrolled			
FACTOR IV Education Continuum	A. Number & percent of recent high school graduates enrolled in community college programs	B. Number of & enrollment in cooperative agreements with high school	C. *Percent of Tech Prep students enrolling in a community college*	D. Number & percent of students in the UNC system who attended a community college				
FACTOR V Workforce Development	A. Number of employers and trainees served by: New & Expanding Industry, FIT, Small Business Centers, Apprenticeship programs	B. Number of workplace literacy sites and number of students being served	C. *Employer satisfaction with graduates*	D. *Employment status of graduates*				
FACTOR VI Community Services	A. Number of courses offered & students enrolled through community services (avocational, practical skills, academic, and recreational)	B. Enrollment of senior citizens	C. Support of community service activities (use of facilities by outside groups; support of civic and cultural activities)					
FACTOR VII Program Management/ Accountability	A. Annual educational program audit summary--number audited & percent of system instructional budget cited for exceptions	B. Number and percent of programs reviewed	C. Number and percent of eligible programs accredited or reaffirmed					

*American Library Association

NOTE: Measures in italics are being developed for future reporting

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FUTURE PROSPECTS

The critical success factors aid the State Board of Community Colleges in setting strategic goals for the System. By indicating how the System has performed and is performing currently in key areas, the factors provide a foundation for adopting reasonable targets for future efforts.

The critical success factors for the System provide a model for the individual institutions. The National Alliance Model, which includes a process for developing, validating and revising the chart, is recommended for developing critical success factors relevant to each college's goals and mission.

Progress has been made in identifying measures that indicate educational outcomes for students. The development of the Student Success Factor is a clear example of the emphasis being put on the development of performance measures. As our experience with these measures increases, additional performance measures will be developed and analyzed. The focus will be on developing factors and measures that reflect the mission of the Community College System in North Carolina.

It is to the interest of the System that the critical success factors provide useful and relevant data to the public, the governing boards and the general assembly. They will reveal ways in which the System can improve and progress, and provide a source for positive change by the System's leadership.

Increasingly, educational institutions are being called upon to support and document educational accomplishments. This call for accountability is coming from the federal government, state legislatures, and accrediting agencies. No longer can educational institutions focus solely on the processes of education or on the number of students being served. There is a public demand today for an accounting for public funds spent on education. Put simply, the public, through government bodies and accreditation agencies, is demanding to know what kind of return is being generated by the investment of public dollars in education.

Community colleges are operating under several new mandates relative to measuring student success. The reauthorized Carl Perkins Act requires states to establish standards of performance for students being served with Perkins funds. The federal Right-to-Know legislation requires colleges and universities to inform prospective students of graduation rates at the institution. The Southern Association of Colleges and Schools (SACS), the accrediting agency for colleges in the Southeast, has, for several years, required colleges to develop and implement an institutional effectiveness process involving planning and the assessment of expected educational results. The State Board of Community Colleges requires institutions to submit annual institutional effectiveness plans to the North Carolina Community College System Office that include the identification of expected educational outcomes. Beginning in 1994-95, the State Board of Community Colleges requires institutions to review all curriculum programs and services annually using a standard Annual Program Audit. Finally, the State Board of Community Colleges adopted performance standards for colleges on those critical success factors and measures that indicate colleges' performance in meeting System goals. These standards became effective in 1995-96.

The call for accountability renews the focus on students and student success. The identification of the appropriate measures of student success for community college students is not an easy task. Unlike traditional university students, the majority of whom are in pursuit of a degree, community college students attend for a wide variety of reasons including pursuit of a degree, transfer to a four-year institution, upgrading job skills, and attainment of basic skills. Though progress has been made in the identification of some key student success measures, continued efforts in this area need to be undertaken.

The measures for "Student Success" adopted by the State Board of Community Colleges are:

A. Number of Students Returning from Previous Quarters
B. Progress of Basic Skills Students
C. Number of GEDs and AHSDs Awarded Compared to the Number of Dropouts Statewide
D. Performance of Transfers After Two Semesters
E. Rate of Success on Licensure Exams (where such are required)
F. Program Completion Rates
G. Passing Rates for Remedial Courses
H. Passing Rates for "General Education" and "related" courses

STUDENT SUCCESS MEASURE A: ***Number of Students Returning from Previous Quarters***

Background

Although there are many reasons why students cannot attend classes in any one quarter, or why they drop out altogether, the quality of the program is one of those reasons. Students who continue studies from quarter to quarter show commitment to a program and progress toward completion. A report on retention in the Community College System was conducted in 1987 (Lincoln and Smith, 1987). That study is a more extensive discussion of retention issues.

The definition of retention used in this report is based on the programs in which students enrolled and calculates on the percentage of curriculum students who enroll in fall semester and subsequently enroll in either the spring or the following fall semester. Specifically, for students who enrolled in one-year programs (certificate and/or diploma programs), the proportion of students who enrolled in fall semester, did not complete their program in fall semester, and subsequently enrolled in spring of the same academic year was calculated. For students who enrolled in two-year programs (associate degree programs), the proportion of students who enrolled in fall semester, did not complete their program within one year, and re-enrolled in the following fall semester was calculated. The number of students who graduated from a one- or two-year program within the report period was subtracted from the total enrollment figures. Students in transitional programs were omitted from the analysis.

Beginning in 1991-92 a new data field was added to the Curriculum Student Progress Information System (CSPIS) to capture student intent. Student intent was classified into six codes to indicate why a student was enrolled at the institution. It was felt that, by knowing student intent, a more accurate retention figure could be calculated. A separate analysis of those students indicating degree, diploma, or certificate intent is provided.

Implications

The data indicate that 62.41 percent of fall curriculum students, enrolled in one-year programs, reenrolled the following spring semester. Fall curriculum students enrolled in two-year programs reenrolled the following fall at the rate of 52.40 percent. In both categories, the percentages for degree seeking students is slightly higher, 65.36 and 54.10 respectively. In reality, this measure examines student persistence rates.

Data

PROPORTION OF FALL CURRICULUM STUDENTS WHO SUBSEQUENTLY ENROLL IN THE SPRING OR FALL SEMESTER

YEAR	1-YEAR PROGRAMS % RE-ENROLL		2-YEAR PROGRAMS % RE-ENROLL	
	ALL STUDENTS	DEGREE SEEKING	ALL STUDENTS	DEGREE SEEKING
1997-98	62.41	65.36	52.40	54.10

Source: Planning and Research, NC Community College System Office.

Recommendation

A more comprehensive examination of student enrollment data should be conducted as resources permit. Factors that might affect retention should be examined. Information on retention rates for other community college systems should be collected. In addition, a long-term analysis of student enrollment patterns should be undertaken to determine more effectively when students drop out rather than simply "stop out."

CURRICULUM STUDENTS WHO ENROLLED IN FALL 1997 AND REENROLLED
IN SPRING 1998 FOR 1-YEAR PROGRAMS AND FALL 1998 FOR 2-YEAR PROGRAMS

INSTITUTION	FTE	% of 1-Year Programs		% of 2-Year Programs	
		All	Degree Seeking	All	Degree Seeking
< 1,000					
Pamlico CC	201	60.00	33.33	59.32	58.54
Montgomery CC	692	73.97	81.82	60.00	61.68
Bladen CC	779	56.54	55.33	52.91	52.20
Roanoke-Chowan CC	866	69.35	66.00	52.69	53.05
Mayland CC	879	59.86	61.76	58.29	62.15
Tri-County CC	893	48.04	50.60	46.71	48.51
Martin CC	919	72.58	75.51	61.64	62.50
Brunswick CC	971	67.91	70.54	55.73	55.79
1,000 - 1,999					
James Sprunt CC	1,086	59.49	76.00	58.84	63.36
Anson CC	1,135	54.20	58.21	55.12	57.33
McDowell TCC	1,268	60.23	66.90	52.46	54.11
Sampson CC	1,352	52.13	60.32	56.31	54.88
Carteret CC	1,392	67.27	69.53	52.56	58.36
Piedmont CC	1,398	54.97	54.66	57.78	61.05
Isothermal CC	1,530	67.11	66.82	52.08	52.17
Mitchell CC	1,535	68.81	66.47	54.63	55.93
Halifax CC	1,548	54.55	52.83	58.67	61.40
Haywood CC	1,601	65.60	67.89	57.14	60.12
Blue Ridge CC	1,607	72.22	77.72	51.90	54.56
Beaufort County CC	1,638	60.15	63.56	57.37	60.60
Randolph CC	1,664	70.78	72.50	60.51	62.91
Richmond CC	1,664	77.63	80.00	57.19	62.10
Wilson TCC	1,667	68.58	68.85	55.56	55.50
Stanly CC	1,694	79.75	79.22	59.92	58.87
Rockingham CC	1,810	74.59	76.41	57.44	57.02
Nash CC	1,831	70.79	72.15	58.15	59.87
Edgecombe CC	1,848	53.75	56.16	50.78	51.41
Cleveland CC	1,852	60.57	63.23	53.34	54.16
Southwestern CC	1,894	52.10	55.14	53.15	53.70
College of the Albemarle	1,932	56.35	59.38	44.49	49.12
2,000 - 2,999					
Southeastern CC	2,030	57.75	61.43	59.40	61.27
Craven CC	2,173	55.06	58.88	50.60	52.69
Robeson CC	2,213	44.11	46.31	57.12	57.89
Wilkes CC	2,270	64.67	70.14	59.96	62.41
Lenoir CC	2,274	75.48	76.67	62.78	63.18
Western Piedmont CC	2,290	62.50	67.35	61.98	62.96
Davidson County CC	2,444	63.08	63.19	58.89	58.66
Johnston CC	2,636	49.36	51.69	52.98	52.76
Alamance CC	2,699	55.92	55.83	54.26	54.13
Surry CC	2,694	62.53	65.69	56.07	57.78
Caldwell CC & TI	2,720	65.03	70.71	54.15	59.50
Sandhills CC	2,770	40.17	44.33	56.23	57.82
Vance-Granville CC	2,870	64.00	76.92	51.54	53.18
Wayne CC	2,938	64.57	68.13	54.59	56.33
3,000 - 4,999					
Catawba Valley CC	3,115	65.77	68.91	57.58	59.65
Rowan Cabarrus CC	3,211	65.63	67.61	51.15	51.72
Gaston College	3,323	63.91	65.28	52.62	53.25
Durham TCC	3,439	70.82	69.47	54.23	54.16
Asheville-Buncombe TCC	3,669	65.67	66.15	49.14	49.29
Coastal Carolina CC	3,682	70.06	74.30	47.74	46.19
Central Carolina CC	3,803	56.72	67.67	57.58	61.11
Pitt CC	3,905	51.03	57.42	57.86	61.15
Cape Fear CC	3,914	61.42	61.65	53.90	54.71
Forsyth TCC	4,217	65.89	68.17	52.92	54.85
> 4,999					
Guilford TCC	5,997	52.25	53.15	43.59	46.24
Wake TCC	6,848	67.13	67.52	50.44	51.09
Fayetteville TCC	8,314	71.55	71.91	44.12	47.00
Central Piedmont CC	9,743	54.84	57.33	46.27	48.89
System Total	143,338	62.41	65.36	52.40	54.10

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Background

In September 1994 the State Board of Community Colleges adopted four goals that set the priorities of the System. Included in these goals were: upgrading, training and retraining ("a world-class workforce"), and eliminating illiteracy. If North Carolina is to have a competitive workforce, then individuals must be equipped, at the minimum, with basic skills. The efforts undertaken by the Community College System in the area of basic skills are critical to the future of the state.

In basic skills programs, as in all community college programs, the number of people who complete a program is not a real indicator of the education being provided. Since it is not a compulsory system, people are free to come and go as their life circumstances or interests motivate them. However, they may benefit greatly from the classes they do attend and complete. Many of the people who most need basic skills classes have not experienced success in school and have fears to overcome before they are willing to attend regularly. Moving from basic skills to a high school level education is a long and arduous process that takes a great deal of commitment.

In basic skills programs, students are often pressured by lack of money, other demands on their time, and by other barriers to continuing their educations. In spite of the barriers, many adults do enroll for long enough periods of time to raise grade level abilities in reading, math, and other skills, but still do not complete the entire program. With the testing programs put in place in the last few years and with the student progress monitoring system; these gains will be measurable and will indicate real impacts of the basic skills programs.

Two indicators of the progress of basic skills students were examined. First, data on the progression of students through the basic skills programs were collected and analyzed. Using the Literacy Education Information System (LEIS), information was compiled on the percentage of students who entered a level of basic skills and either exited the program during the same year without completing the level entered; persisted in the level of basic skills entered; completed the level of basic skills entered or completed a predetermined goal; or completed the level entered and advanced to the next level of basic skills. In the case of AHS (Adult High School) and GED (General Educational Development), students who moved to a higher level entered a curriculum or occupational extension program.

The indicator discussed above primarily measures the progress of basic skills students through the basic skills program. Basic Skills, however, is really the beginning rather than the end of a student's training for today's workplace. A second indicator of the progress of basic skills students is an analysis of the number of students with an Adult High School Diploma (AHSD) or a GED who enter a curriculum or occupational extension program at the college. This indicator is a measure of success for the student in gaining additional training and for the System and colleges in providing a continuum of programs.

To determine the number of students with an AHSD or GED enrolled in the System, an analysis of the annual curriculum registration and extension registration data tapes was conducted. In previous years, these data files indicated that a student had a GED, but did not distinguish between an AHSD and a regular high school diploma. In 1991-92, however, a separate code was given to students with an AHSD, thus allowing for this analysis.

Implications

In 1995-96 the completion category of the following table was expanded to include students who complete a predetermined goal. Previously, in the category of 'Exited Completers,' only students who completed a level and left the program were counted. Furthermore, in the new category, if a student completes a level or goal this does not necessarily mean that the student has exited the program; therefore, the category has been changed to 'Completed Level or Goal.' Data for Program Years 1993-1995 have been deleted since these data no longer fit the category as defined above.

The data on the number of students with an AHSD or a GED enrolled in a curriculum program or an occupational extension program demonstrates the large number of non-traditional students the colleges are serving. In 1997-98 a total of 59,356 students with an AHSD or a GED enrolled in a curriculum or occupational extension program.

Data

PERCENTAGE OF BASIC SKILLS STUDENTS WHO PROGRESS TO ANOTHER LEVEL OF BASIC SKILLS

YEAR	EXIT, NON-COMPLETER	PROGRESSING SAME LEVEL	*COMPLETED LEVEL or GOAL	ADVANCED NEXT LEVEL
1993-94	25	56	**	10
1994-95	36	44	**	11
1995-96	22	31	35	12
1996-97	22	34	32	12
1997-98	24	30	35	11

*New Category
**No longer fits category definition.

Source: LEIS, Planning and Research, NC Community College System Office.

NUMBER OF STUDENTS WITH A GED OR AHSD ENROLLED IN A CURRICULUM PROGRAM OR IN OCCUPATIONAL EXTENSION

YEAR	CURRICULUM		OCCUPATIONAL EXTENSION	
	GED	AHSD	GED	AHSD
1993-94	19,986	11,724	9,479	16,562
1994-95	20,154	11,458	9,359	13,425
1995-96	21,532	9,152	9,584	12,489
1996-97	21,667	9,154	10,235	12,136
1997-98	21,035	6,941	13,828	17,552

Source: Planning and Research, NC Community College System Office.

Recommendation

Refinements in the analysis of data provided by LEIS should continue. A system has been developed to determine the level of basic skills achieved by completers who exited the program as well as the personal goal accomplishment of students who exit without completing the level of basic skills they entered. A long-term study should be designed to determine if students who exit the basic skills program without completing their level of study re-enroll at some future date.

Data on the enrollment of students with an AHSD or a GED should continue to be examined. Colleges that have not incorporated the new coding scheme for AHSD should incorporate it into the registration process. Efforts should be undertaken to match these data with the data on students who earn an AHSD or a GED at each college in order to develop a measure of the percentage of students who move from basic skills to some other college program.

PERCENTAGE OF BASIC SKILLS STUDENTS WHO PROGRESS TO ANOTHER LEVEL, 1997-98

INSTITUTION	FTE	TOTAL SERVED IN LITERACY	COMPLETED LEVEL/GOAL	PROGRESSING SAME LEVEL	EXIT NON-COMPLETERS	MOVED TO A HIGHER LEVEL
<1,000						
Pamlico CC	201	217	53%	22%	19%	6%
Montgomery CC	692	528	9%	44%	38%	9%
Bladen CC	779	570	18%	46%	29%	7%
Roanoke-Chowan CC	866	761	11%	53%	26%	11%
Mayland CC	879	990	49%	10%	14%	26%
Tri-County CC	893	426	29%	46%	12%	14%
Martin CC	919	1,302	38%	34%	14%	14%
Brunswick CC	971	681	54%	21%	16%	9%
1,000-1,999						
James Sprunt CC	1,086	1,155	65%	10%	5%	20%
Anson CC	1,135	1,489	16%	37%	31%	16%
McDowell TCC	1,268	827	32%	39%	15%	14%
Sampson CC	1,352	1,325	25%	28%	32%	15%
Carteret CC	1,392	914	32%	40%	21%	6%
Piedmont CC	1,398	1,342	63%	14%	12%	11%
Isothermal CC	1,530	1,979	23%	49%	14%	13%
Mitchell CC	1,535	2,308	40%	26%	24%	10%
Halifax CC	1,548	1,617	41%	30%	18%	11%
Haywood CC	1,601	1,063	53%	6%	15%	27%
Blue Ridge CC	1,607	1,896	53%	14%	18%	16%
Beaufort County CC	1,638	1,225	38%	31%	22%	9%
Randolph CC	1,664	1,872	48%	24%	19%	9%
Richmond CC	1,664	3,229	21%	35%	24%	19%
Wilson TCC	1,667	1,767	7%	45%	36%	11%
Stanly CC	1,694	1,836	31%	32%	25%	11%
Rockingham CC	1,810	1,633	30%	32%	22%	16%
Nash CC	1,831	1,588	42%	33%	16%	9%
Edgecombe CC	1,848	2,264	13%	40%	37%	10%
Cleveland CC	1,852	1,393	31%	27%	29%	12%
Southwestern CC	1,894	1,424	18%	29%	37%	16%
College of the Albemarle	1,932	2,253	35%	35%	18%	13%
2,000-2,999						
Southeastern CC	2,030	1,616	32%	25%	26%	17%
Craven CC	2,173	1,476	49%	23%	21%	7%
Robeson CC	2,213	2,411	60%	13%	16%	10%
Wilkes CC	2,270	1,716	56%	25%	10%	9%
Lenoir CC	2,274	3,055	36%	26%	26%	13%
Western Piedmont CC	2,290	3,118	40%	28%	19%	14%
Davidson County CC	2,444	2,674	57%	15%	18%	10%
Johnston CC	2,636	1,983	36%	34%	26%	5%
Alamance CC	2,690	3,089	57%	25%	11%	7%
Surry CC	2,694	1,872	45%	23%	23%	9%
Caldwell CC & TI	2,720	2,478	55%	18%	9%	18%
Sandhills CC	2,770	2,164	20%	40%	32%	9%
Vance-Granville CC	2,870	2,894	30%	29%	24%	16%
Wayne CC	2,938	2,465	54%	17%	22%	8%
3,000-4,999						
Catawba Valley CC	3,115	3,230	83%	6%	1%	10%
Rowan Cabarrus CC	3,211	2,566	8%	40%	45%	7%
Gaston College	3,323	3,218	5%	40%	36%	19%
Durham TCC	3,439	3,194	15%	43%	33%	9%
Asheville-Buncombe TCC	3,669	3,219	23%	35%	28%	14%
Coastal Carolina CC	3,682	2,686	33%	25%	22%	21%
Central Carolina CC	3,803	4,231	23%	41%	29%	8%
Pitt CC	3,905	2,697	16%	43%	38%	3%
Cape Fear CC	3,914	2,041	24%	39%	28%	8%
Forsyth TCC	4,217	5,047	13%	40%	41%	7%
>4,999						
Guilford TCC	5,997	4,202	20%	28%	39%	14%
Wake TCC	6,848	7,555	17%	42%	31%	10%
Fayetteville TCC	8,314	5,348	33%	28%	25%	13%
Central Piedmont CC	9,743	8,309	67%	17%	12%	4%
System Totals	**143,338**	**132,428**	**35%**	**30%**	**24%**	**11%**

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NUMBER OF STUDENTS WITH A GED OR AHSD ENROLLED
IN A CURRICULUM PROGRAM OR IN OCCUPATIONAL EXTENSION, 1997-98

		CURRICULUM		OCCUPATIONAL EXT.	
INSTITUTION	FTE	GED	AHSD	GED	AHSD
< 1,000					
Pamlico CC	201	42	11	69	35
Montgomery CC	692	138	23	78	71
Bladen CC	779	141	40	86	65
Roanoke-Chowan CC	866	228	9	2	124
Mayland CC	879	234	9	41	129
Tri-County CC	893	212	22	154	120
Martin CC	919	115	15	153	92
Brunswick CC	971	126	56	161	74
1,000 - 1,999					
James Sprunt CC	1,086	170	28	112	64
Anson CC	1,135	441	42	154	192
McDowell TCC	1,268	274	20	28	158
Sampson CC	1,352	188	44	303	69
Carteret CC	1,392	266	66	193	341
Piedmont CC	1,398	284	45	101	72
Isothermal CC	1,530	211	131	12	135
Mitchell CC	1,535	318	54	412	306
Halifax CC	1,548	347	11	310	3
Haywood CC	1,601	176	13	127	145
Blue Ridge CC	1,607	355	34	292	227
Beaufort County CC	1,638	162	13	236	191
Randolph CC	1,664	244	45	77	643
Richmond CC	1,664	174	117	49	14
Wilson TCC	1,667	240	94	125	472
Stanly CC	1,694	320	117	282	454
Rockingham CC	1,810	206	63	87	225
Nash CC	1,831	282	57	331	121
Edgecombe CC	1,848	364	50	114	123
Cleveland CC	1,852	260	100	140	253
Southwestern CC	1,894	384	205	298	363
College of the Albemarle	1,932		56	293	64
2,000 - 2,999					
Southeastern CC	2,030	272	84	249	143
Craven CC	2,173	441	45	323	222
Robeson CC	2,213	78	75	144	1,587
Wilkes CC	2,270	206	96	276	168
Lenoir CC	2,274	443	119	163	287
Western Piedmont CC	2,290	490	98	100	232
Davidson County CC	2,444	76	61	573	266
Johnston CC	2,636	460	118	3	430
Alamance CC	2,690	515	68	229	202
Surry CC	2,694	364	52	345	123
Caldwell CC & TI	2,720	497	196	436	163
Sandhills CC	2,770	396	43	197	175
Vance-Granville CC	2,870	666	47	653	442
Wayne CC	2,938	233	148	370	418
3,000 - 4,999					
Catawba Valley CC	3,115	525	9	410	611
Rowan Cabarrus CC	3,211	376	337	11	725
Gaston College	3,323	711	214	470	414
Durham TCC	3,439	212	502	172	732
Asheville-Buncombe TCC	3,669	712	105	518	248
Coastal Carolina CC	3,682	514	74	53	442
Central Carolina CC	3,803	566	202	344	720
Pitt CC	3,905	621	104	3	272
Cape Fear CC	3,914	552	129	535	291
Forsyth TCC	4,217	475	561	25	1,045
> 4,999					
Guilford TCC	5,997	811	676		973
Wake TCC	6,848	830	279	893	291
Fayetteville TCC	8,314	891	417	1,059	415
Central Piedmont CC	9,743	1,200	492	454	170
System Total	143,338	21,035	6,941	13,828	17,552

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STUDENT SUCCESS MEASURE C: ***Number of GEDs and AHSDs Awarded Compared to the Number of Dropouts Statewide***

Background

The great majority of people in North Carolina's workforce are people who are well past high school age. Reducing the numbers of dropouts will result in raising the educational levels of the workforce, but only gradually. If the educational levels of the workforce are to be significantly affected in the short run, more mature people will also have to be attracted back into educational programs.

This measure reflects the net impact of GED/AHSD programs on the percentage of the population without high school credentials. It does not show how many of last year's (or any year's) dropouts came back to get a diploma in a community college. (That is the intent of Access Measure C.) This measure shows how many people of whatever ages come back to get their diplomas compared to the number of dropouts in any given year. The number of adults without these credentials is reduced only in two other ways: by their dying or moving out of North Carolina.

Ideally, the numbers of dropouts will continue to go down at the same time that the numbers of GEDs and AHSDs are raised. That would be attacking the problem at both ends!

Implications

The dropout data for 1997-98 will not be released by the Department of Public Instruction until after its May 1999 State Board Meeting. Therefore, we are unable to show the affect of basic skills training on the dropout pool at this time. However, the increased number of GED/AHS diplomas awarded demonstrates the critical role that community colleges play in providing basic skills education to students who were not successful in the public schools. Over the past five years, the number of GEDs and AHSDs awarded has increased steadily. Except for 1993-94, the number of individuals who do not complete public schools and need basic skills training has increased. The 1996-97 data showed the first decrease in the dropout pool since 1993-94.

Data

NUMBER OF GEDs AND AHSDs AWARDED COMPARED TO THE NUMBER OF DROPOUTS STATEWIDE

YEAR	NEW DROPOUTS ADDED TO DROPOUT POOL	GED/AHS DIPLOMAS AWARDED	INCREASE IN DROPOUT POOL
1993-94	17,371	16,528	843
1994-95	17,844	16,797	1,047
1995-96	18,203	16,913	1,290
1996-97	18,235	17,144	1,091
1997-98	Data unavailable.	17,758	

Source: ***GED/AHS Files, NC Community College System Office.***
Dropout Records, NC Department of Public Instruction.

NUMBER OF GEDs/AHSDs AWARDED, 1997-98

INSTITUTION	FTE	AHS	GED
< 1,000			
Pamlico CC	201	•	50
Montgomery CC	692	•	52
Bladen CC	779	2	75
Roanoke-Chowan CC	866	•	120
Mayland CC	879	2	223
Tri-County CC	893	•	108
Martin CC	919	33	78
Brunswick CC	971	•	107
1,000 - 1,999			
James Sprunt CC	1,086	9	87
Anson CC	1,135	48	176
McDowell TCC	1,268	•	104
Sampson CC	1,352	•	261
Carteret CC	1,392	73	193
Piedmont CC	1,398	•	210
Isothermal CC	1,530	77	157
Mitchell CC	1,535	•	316
Halifax CC	1,548	•	113
Haywood CC	1,601	•	133
Blue Ridge CC	1,607	17	373
Beaufort County CC	1,638	•	110
Randolph CC	1,664	85	257
Richmond CC	1,664	27	486
Wilson TCC	1,667	64	119
Stanly CC	1,694	95	132
Rockingham CC	1,810	•	118
Nash CC	1,831	38	158
Edgecombe CC	1,848	40	199
Cleveland CC	1,852	99	175
Southwestern CC	1,894	20	450
College of the Albemarle	1,932	47	340
2,000 - 2,999			
Southeastern CC	2,030	35	210
Craven CC	2,173	35	126
Robeson CC	2,213	169	82
Wilkes CC	2,270	72	121
Lenoir CC	2,274	70	175
Western Piedmont CC	2,290	48	582
Davidson County CC	2,444	101	169
Johnston CC	2,636	134	65
Alamance CC	2,690	31	373
Surry CC	2,694	•	209
Caldwell CC & TI	2,720	31	505
Sandhills CC	2,770	1	350
Vance-Granville CC	2,870	51	383
Wayne CC	2,938	46	315
3,000 - 4,999			
Catawba Valley CC	3,115	•	296
Rowan Cabarrus CC	3,211	52	314
Gaston College	3,323	110	577
Durham TCC	3,439	99	115
Asheville-Buncombe TCC	3,669	2	501
Coastal Carolina CC	3,682	40	338
Central Carolina CC	3,803	163	381
Pitt CC	3,905	31	259
Cape Fear CC	3,914	73	234
Forsyth TCC	4,217	98	470
> 4,999			
Guilford TCC	5,997	201	492
Wake TCC	6,848	51	646
Fayetteville TCC	8,314	106	326
Central Piedmont CC	9,743	243	523
Anson-Stanly CC		••	148
St. Andrews College			7
State Office			117
System Total	143,338	2,869	14,889

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STUDENT SUCCESS MEASURE D: Performance of Transfers After Two Semesters

Background

The primary aim of community college transfer programs is to provide educational experiences that will enable transfer students to make the transition to a baccalaureate program and perform as well as the students who start out at the receiving institution. Technical and vocational programs are not designed to qualify students for transfer. However, programs such as Associate Degree Nursing and Engineering Technology allow students to concentrate on practical courses in the first two years and to complete the complementary portion of their programs later. Often, this enables the student to work in the field while getting his or her baccalaureate. It also may accommodate students who do not think they want to get a baccalaureate until after they have had some success in the early portion of the program. This type of program is likely to become more popular, especially as more working adults decide they want a baccalaureate.

All colleges now offer college transfer programs. Some colleges may also be involved in a contractual program in which a senior college provides general education programs to the community college students.

Performance data on students who transfer to a four-year institution are provided by the University of North Carolina–General Administration and include only those students who transferred to one of the 16 constituent institutions of the UNC System. No data are available from the private colleges and universities in North Carolina. In addition, the data traditionally reported are for any student who transferred to a UNC institution, regardless of the program from which the student transferred or the number of hours taken at the community college.

Implications

The 1996-97 data, unavailable when the 1998 CSF report was printed, is provided. However, the 1997-98 data from UNC-General Administration will be delayed and will be provided at a later date.

Before 1996-97, all 58 community colleges transferred students to UNC institutions; however, data were provided in two categories–colleges offering and colleges not offering pre-baccalaureate degree programs. Beginning in 1996-97, all colleges were approved to offer pre-baccalaureate degree programs. The data show virtually no change in the number of transfers. The percentage of students in good standing has declined; however, the GPAs show no large fluctuations.

Data

ACADEMIC STANDING OF TRANSFER STUDENTS FROM COMMUNITY COLLEGES OFFERING PRE-BACCALAUREATE PROGRAMS, AFTER TWO SEMESTERS, END OF YEAR MEASURES

		PERCENT OF STUDENTS* WHOSE STANDING IS:				
YEAR	NUMBER	GOOD	PROBATION	SUSPEND.	WITHDREW	GRAD.
1992-93	3,647	76.0	9.9	5.6	7.9	0.6
1993-94	3,928	75.7	8.2	7.2	8.4	0.5
1994-95	4,065	75.5	8.7	6.7	8.5	0.6
1995-96	3,904	77.0	7.6	5.6	9.5	0.3

ACADEMIC STANDING OF TRANSFER STUDENTS FROM COMMUNITY COLLEGES NOT OFFERING PRE-BACCALAUREATE PROGRAMS, AFTER TWO SEMESTERS, END OF YEAR MEASURES

		PERCENT OF STUDENTS* WHOSE STANDING IS:				
YEAR	NUMBER	GOOD	PROBATION	SUSPEND.	WITHDREW	GRAD.
1992-93	375	80.0	6.1	4.5	8.8	0.5
1993-94	336	77.4	3.0	6.8	11.9	0.9
1994-95	170	75.3	7.1	7.6	8.8	1.2
1995-96	145	80.7	3.5	9.0	6.2	0.7

ACADEMIC STANDING OF TRANSFER STUDENTS FROM COMMUNITY COLLEGES OFFERING PRE-BACCALAUREATE PROGRAMS, AFTER TWO SEMESTERS, END OF YEAR MEASURES

		PERCENT OF STUDENTS* WHOSE STANDING IS:				
YEAR	NUMBER	GOOD	PROBATION	SUSPEND.	WITHDREW	GRAD.
1996-97	4,050	65.0	**	**	**	**

* Numbers may not add to 100 percent due to rounding.
**Data not available.

TRANSFERS' FALL AND END OF YEAR GPA, COMMUNITY COLLEGES OFFERING PRE-BACCALAUREATE DEGREE PROGRAMS

YEAR	NUMBER	FALL GPA	END OF YEAR GPA
1992-93	3,647	2.61	2.61
1993-94	3,928	2.60	2.59
1994-95	4,065	2.61	2.62
1995-96	3,904	2.66	2.66

TRANSFERS' FALL AND END OF YEAR GPA, COMMUNITY COLLEGES NOT OFFERING PRE-BACCALAUREATE DEGREE PROGRAMS

YEAR	NUMBER	FALL GPA	END OF YEAR GPA
1992-93	375	2.56	2.67
1993-94	336	2.62	2.64
1994-95	170	2.44	2.52
1995-96	145	2.74	2.65

TRANSFERS' FALL AND END OF YEAR GPA, COMMUNITY COLLEGES OFFERING PRE-BACCALAUREATE DEGREE PROGRAMS

YEAR	NUMBER	FALL GPA	END OF YEAR GPA
1996-97	4,050	2.52	2.59

Source: Transfers' Performance Report, UNC General Administration.

TRANSFERS' FALL AND END OF YEAR GPA AND PERCENT OF GOOD ACADEMIC STANDING, 1996-97

INSTITUTION	NUMBER	FALL GPA	END OF YEAR GPA	% GOOD
< 1,000				
Pamlico CC	6	2.39	2.46	66.70
Montgomery CC	2	N/A	N/A	N/A
Tri-County CC	18	2.43	2.72	66.70
Bladen CC	28	1.96	2.05	32.10
Roanoke-Chowan CC	24	2.70	2.71	66.70
Mayland CC	14	2.76	2.68	71.40
Martin CC	21	2.34	2.52	66.70
Brunswick CC	27	2.36	2.23	51.90
James Sprunt CC	31	2.36	2.41	58.10
1,000 - 1,999				
McDowell TCC	17	2.34	2.63	76.50
Piedmont CC	24	2.72	2.78	70.80
Anson CC	3	3.15	3.05	100.00
Carteret CC	35	2.63	2.75	60.00
Sampson CC	30	2.38	2.47	66.70
Haywood CC	42	2.25	2.37	61.90
Beaufort County CC	40	2.69	2.74	75.00
Mitchell CC	49	2.39	2.43	55.10
Isothermal CC	50	2.43	2.58	72.00
Halifax CC	27	1.85	1.90	48.10
Blue Ridge CC	40	2.55	2.57	65.00
Stanly CC	24	2.39	2.60	66.70
Nash CC	32	2.55	2.58	59.40
Richmond CC	35	2.58	2.60	57.10
Wilson TCC	14	1.92	2.20	42.90
Randolph CC	32	2.82	2.67	62.50
Rockingham CC	64	2.79	2.70	70.30
Southwestern CC	68	2.30	2.56	72.10
Cleveland CC	26	2.02	2.18	46.20
College of the Albemarle	64	2.70	2.72	65.60
Southeastern CC	37	2.35	2.46	64.90
Edgecombe CC	17	2.51	2.48	76.50
Craven CC	74	2.64	2.75	67.60
2,000 - 2,999				
Wilkes CC	63	2.53	2.63	66.70
Robeson CC	49	2.34	2.43	61.20
Lenoir CC	80	2.43	2.60	68.80
Western Piedmont CC	60	2.60	2.66	66.70
Davidson County CC	65	2.62	2.77	75.40
Surry CC	110	2.48	2.57	69.10
Caldwell CC & TI	47	2.62	2.72	78.70
Alamance CC	64	2.79	2.72	65.60
Wayne CC	84	2.36	2.38	54.80
Sandhills CC	149	2.42	2.48	61.70
Johnston CC	47	2.25	2.53	51.10
Catawba Valley CC	69	2.59	2.64	72.50
Vance-Granville CC	53	2.53	2.58	58.50
Rowan Cabarrus CC	53	2.36	2.37	56.60
Durham TCC	175	2.74	2.76	72.00
3,000 - 4,999				
Cape Fear CC	208	2.44	2.54	61.50
Gaston College	138	2.28	2.38	58.70
Central Carolina CC	52	2.37	2.51	63.50
Pitt CC	142	2.49	2.56	71.10
Coastal Carolina CC	129	2.96	2.90	77.50
Asheville-Buncombe TCC	115	2.59	2.67	73.90
Forsyth TCC	135	2.32	2.48	53.30
> 4,999				
Guilford TCC	183	2.58	2.56	60.70
Wake TCC	198	2.70	2.69	72.70
Fayetteville TCC	185	2.71	2.72	63.20
Central Piedmont CC	382	2.52	2.55	63.40
System Total	4,050	2.52	2.59	65.00

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Background

There are 27 technical/vocational curriculums that prepare students for licensing and/or certification exams. A licensure requirement for an occupation is one that is required by state statute for an individual to work in that occupation. Certification is generally voluntary but may be required by employers or an outside accrediting agency.

Not all licensing boards have cooperated with the Community College System Office by providing data on student success. This year, data from 14 of the licensing and certification boards were obtained on 32 different licensure or certification examinations. The data that were obtained are for first-time test takers who took the exam between July 1, 1997 and June 30, 1998. Exceptions to this are the emergency medical technician, insurance and nursing examinations results that were for January 1, 1998–December 31, 1998.

Passing rates indicate how successful the program has been. However, passing rates can be affected by the native ability of the students or their preparation before entering the curriculum. In addition, many students take coursework to learn a skill and do not necessarily intend to become licensed. Since these students do not take the licensure test, the success of programs in their preparation cannot be determined using passing rates on exams. Finally, without established baselines on examination passing rates, it is difficult to make judgments about what constitutes a "good" or "bad" passing rate.

Implications

In the case of nursing, graduates of associate degree and baccalaureate degree programs take the same examination to become licensed as a registered nurse. In 1998 community college associate degree graduates dropped one percentage point below the passing rate for baccalaureate nursing program graduates.

Eight of the licensure/certification exams had a passing rate for first-time test takers of less than 70 percent. This is two more than last year. At this point it is not known why these rates were as low as they were nor how these rates compare with the passing rates of other schools. It is also not known what percentage of those who fail the exam the first time, retake the exam and are successful. In the case of real estate, emergency medical technician and insurance, it should be pointed out that students do not have to complete the program to be eligible for the exam. It is likely that a large number of students taking the exam, especially those taking the exam for the first time (which are reported here), have only completed the minimum required courses for the exam, not the entire program. In addition, many of the colleges offering emergency medical technician, real estate, and insurance courses do so through continuing education. At this point it is not possible to determine the passing rate for curriculum students in those programs versus the passing rate for continuing education.

Data

PERCENTAGE OF NCCCS GRADUATES PASSING THE NATIONAL COUNCIL LICENSURE EXAM FOR NURSES (RN)

YEAR	# OF CC GRAD. TAKING EXAM	CC GRADUATES AS % OF TOTAL TAKING EXAM	% OF GRAD. PASSING EXAMS	% NON-CC TAKERS PASSING EXAM	
				HOSPITAL DIPLOMA	UNIVERSITY
1993-94	1,963	56	95	97	90
1994-95	1,798	56	94	94	91
1995*	1,810	62	93	95	94
1996	1,684	59	91	94	89
1997	1,695	59	92	94	89
1998	1,624	58	87	92	88

* The NC Board of Nursing started to report the results by calendar year.

Source: NC Board of Nursing.

PERCENTAGE OF COMMUNITY COLLEGE STUDENTS PASSING LICENSING AND CERTIFICATION EXAMINATIONS (FIRST-TIME TEST TAKERS ONLY)

FIELD	NUMBER OF STUDENTS TAKING EXAM	% PASSING EXAM
Aviation Maintenance		
General	5	100
Airframe 1	19	89
Power Plant	3	100
Basic Law Enforcement Trng.	1,546	95
Cosmetic Arts		
Apprentice	348	86
Cosmetology	644	75
Cosmetology Teacher	9	67
Manicurist	391	88
Dental Assisting	77	97
Dental Hygiene	118	95
Emergency Medical Technician (EMT)		
EMT	2,834	62
EMT-D	1,240	83
EMT-I	548	77
EMT-P	457	90
EMD	39	95
Insurance		
Life and Health	362	71
Property and Liability	286	58
Medicaid/Medicare Supp.	122	74
Medical Sonography		
Physics	13	62
Abdomen	9	78
OB-GYN	10	60
Nursing		
RN	1,624	87
PN	788	93
Opticianry	12	58
Physical Therapist Assistant	142	71
Radiologic Technology		
Nuclear Medicine Technology	12	100
Radiation Therapy Technology	10	90
Radiography	191	92
Real Estate		
Broker	303	67
Sales	1,422	62
Veterinary Medical Technology	47	96

Source: Planning and Research, NC Community College System Office.

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Recommendation

These data are especially valuable. They have a direct and unambiguous relationship to the quality of the program and should be carefully monitored over time. A standing Accountability Committee has been formed at the System Office to review data and performance standards reported in the Critical Success Factors Report. The committee, in cooperation with colleges, is working toward improving performance especially where passing rates are less than 70 percent.

The remaining licensing boards must begin to supply the data on community college graduates. Difficulties identifying these graduates can and should be overcome. Comparative data on passing rates for each licensure exam should be identified and collected.

PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1997-98
--AVIATION--
FIRST-TIME TEST TAKERS

		GENERAL		AIRFRAME		POWER PLANT	
INSTITUTION	FTE	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
< 1,000							
Pamlico CC	201						
Montgomery CC	692						
Bladen CC	779						
Roanoke-Chowan CC	866						
Mayland CC	879						
Tri-County CC	893						
Martin CC	919						
Brunswick CC	971						
1,000 - 1,999							
James Sprunt CC	1,086						
Anson CC	1,135						
McDowell TCC	1,268						
Sampson CC	1,352						
Carteret CC	1,392						
Piedmont CC	1,398						
Isothermal CC	1,530						
Mitchell CC	1,535						
Halifax CC	1,548						
Haywood CC	1,601						
Blue Ridge CC	1,607						
Beaufort County CC	1,638						
Randolph CC	1,664						
Richmond CC	1,664						
Wilson TCC	1,667						
Stanly CC	1,694						
Rockingham CC	1,810						
Nash CC	1,831						
Edgecombe CC	1,848						
Cleveland CC	1,852						
Southwestern CC	1,894						
College of the Albemarle	1,932						
2,000 - 2,999							
Southeastern CC	2,030						
Craven CC	2,173						
Robeson CC	2,213						
Wilkes CC	2,270						
Lenoir CC	2,274						
Western Piedmont CC	2,290						
Davidson County CC	2,444						
Johnston CC	2,636						
Alamance CC	2,690						
Surry CC	2,694						
Caldwell CC & TI	2,720						
Sandhills CC	2,770						
Vance-Granville CC	2,870						
Wayne CC	2,938	5	100	5	100	*	100
3,000 - 4,999							
Catawba Valley CC	3,115						
Rowan Cabarrus CC	3,211						
Gaston College	3,323						
Durham TCC	3,439						
Asheville-Buncombe TCC	3,669						
Coastal Carolina CC	3,682						
Central Carolina CC	3,803						
Pitt CC	3,905						
Cape Fear CC	3,914						
Forsyth TCC	4,217						
> 4,999							
Guilford TCC	5,997			14	86	*	100
Wake TCC	6,848						
Fayetteville TCC	8,314						
Central Piedmont CC	9,743						
System Total	143,338	5	100	19	89	3	100

*Number of test takers too small to report without violating students' privacy.

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PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1997-98
--BASIC LAW ENFORCEMENT TRAINING--
FIRST-TIME TEST TAKERS

		BLET	
INSTITUTION	FTE	# TESTED	% PASSED
< 1,000			
Pamlico CC	201		
Montgomery CC	692	10	90
Bladen CC	779	12	92
Roanoke-Chowan CC	866		
Mayland CC	879	13	85
Tri-County CC	893		
Martin CC	919	8	100
Brunswick CC	971	9	89
1,000 - 1,999			
James Sprunt CC	1,086	9	89
Anson CC	1,135		
McDowell TCC	1,268	18	89
Sampson CC	1,352	16	100
Carteret CC	1,392	34	100
Piedmont CC	1,398		
Isothermal CC	1,530	7	86
Mitchell CC	1,535	38	97
Halifax CC	1,548	28	82
Haywood CC	1,601		
Blue Ridge CC	1,607		
Beaufort County CC	1,638	36	89
Randolph CC	1,664	23	96
Richmond CC	1,664		
Wilson TCC	1,667	35	100
Stanly CC	1,694	44	91
Rockingham CC	1,810	39	95
Nash CC	1,831		
Edgecombe CC	1,848		
Cleveland CC	1,852	22	100
Southwestern CC	1,894	46	89
College of the Albemarle	1,932	20	100
2,000 - 2,999			
Southeastern CC	2,030	21	95
Craven CC	2,173	34	94
Robeson CC	2,213	49	94
Wilkes CC	2,270	12	100
Lenoir CC	2,274	29	100
Western Piedmont CC	2,290	14	100
Davidson County CC	2,444	37	100
Johnston CC	2,636	25	92
Alamance CC	2,690		
Surry CC	2,694	39	97
Caldwell CC & TI	2,720	33	97
Sandhills CC	2,770	29	97
Vance-Granville CC	2,870	35	97
Wayne CC	2,938	26	92
3,000 - 4,999			
Catawba Valley CC	3,115	30	93
Rowan Cabarrus CC	3,211	47	94
Gaston College	3,323	71	90
Durham TCC	3,439		
Asheville-Buncombe TCC	3,669	71	100
Coastal Carolina CC	3,682	46	100
Central Carolina CC	3,803	46	98
Pitt CC	3,905	72	97
Cape Fear CC	3,914	89	97
Forsyth TCC	4,217	21	100
> 4,999			
Guilford TCC	5,997	30	100
Wake TCC	6,848	54	94
Fayetteville TCC	8,314	85	92
Central Piedmont CC	9,743	34	91
System Total	143,338	1,546	95

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PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1997-98
--COSMETIC ARTS--
FIRST-TIME TEST TAKERS

		APPRENTICE		COSMETOLOGY		COS. TEACHER		MANICURIST	
INSTITUTION	FTE	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
< 1,000									
Pamlico CC	201								
Montgomery CC	692								
Bladen CC	779	*	100	*	100			*	100
Roanoke-Chowan CC	866			8	63				
Mayland CC	879	9	89	6	50			5	80
Tri-County CC	893	*	100	12	92			*	75
Martin CC	919	5	100	13	69				
Brunswick CC	971	15	93	14	71			18	89
1,000 - 1,999									
James Sprunt CC	1,086	16	94	14	79	*	100	21	81
Anson CC	1,135			5	100				
McDowell TCC	1,268	11	100	11	91	*	0	8	88
Sampson CC	1,352	*	100	13	92			5	100
Carteret CC	1,392			5	80			12	100
Piedmont CC	1,398	5	100	6	83				
Isothermal CC	1,530	16	88	12	50			16	75
Mitchell CC	1,535			7	71				
Halifax CC	1,548								
Haywood CC	1,601			17	76	*	100	15	100
Blue Ridge CC	1,607	*	75	10	90			13	77
Beaufort County CC	1,638	*	100	13	85			*	100
Randolph CC	1,664								
Richmond CC	1,664								
Wilson TCC	1,667								
Stanly CC	1,694	*	100	6	100	*	100	13	92
Rockingham CC	1,810	23	91	*	0				
Nash CC	1,831	*	50	7	71			17	76
Edgecombe CC	1,848	24	71	12	67			*	25
Cleveland CC	1,852								
Southwestern CC	1,894	*	100	14	93	*	0	*	100
College of the Albemarle	1,932	15	100	*	100			18	83
2,000 - 2,999									
Southeastern CC	2,030	8	50	15	67			8	100
Craven CC	2,173	*	75	37	87			31	97
Robeson CC	2,213	6	100	49	59			18	72
Wilkes CC	2,270								
Lenoir CC	2,274	16	62	22	45			25	100
Western Piedmont CC	2,290								
Davidson County CC	2,444	10	100	42	83			*	100
Johnston CC	2,636	36	92	*	50			20	95
Alamance CC	2,690	15	87	12	50				
Surry CC	2,694			20	95			8	88
Caldwell CC & TI	2,720	12	92	16	69			30	90
Sandhills CC	2,770	7	86	29	79			*	100
Vance-Granville CC	2,870	22	69	57	51			18	67
Wayne CC	2,938			32	75				
3,000 - 4,999									
Catawba Valley CC	3,115								
Rowan Cabarrus CC	3,211	10	90	18	78			6	100
Gaston College	3,323								
Durham TCC	3,439								
Asheville-Buncombe TCC	3,669								
Coastal Carolina CC	3,682			28	89				
Central Carolina CC	3,803	20	85	38	82	*	100	32	91
Pitt CC	3,905								
Cape Fear CC	3,914								
Forsyth TCC	4,217								
> 4,999									
Guilford TCC	5,997	15	87	18	94			11	91
Wake TCC	6,848								
Fayetteville TCC	8,314								
Central Piedmont CC	9,743								
System Total	143,338	348	86	644	75	9	67	391	88

*Number of test takers too small to report without violating students' privacy.

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PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1997-98
DENTAL ASSISTING--DENTAL HYGIENE--PHYSICAL THERAPIST ASSISTANT
FIRST-TIME TEST TAKERS

		DENTAL ASSISTING		DENTAL HYGIENE		PHY. THERAPIST ASST.	
INSTITUTION	FTE	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
< 1,000							
Pamlico CC	201						
Montgomery CC	692						
Bladen CC	779						
Roanoke-Chowan CC	866						
Mayland CC	879						
Tri-County CC	893						
Martin CC	919					32	72
Brunswick CC	971						
1,000 - 1,999							
James Sprunt CC	1,086						
Anson CC	1,135						
McDowell TCC	1,268						
Sampson CC	1,352						
Carteret CC	1,392						
Piedmont CC	1,398						
Isothermal CC	1,530						
Mitchell CC	1,535						
Halifax CC	1,548						
Haywood CC	1,601						
Blue Ridge CC	1,607						
Beaufort County CC	1,638						
Randolph CC	1,664						
Richmond CC	1,664						
Wilson TCC	1,667						
Stanly CC	1,694					16	75
Rockingham CC	1,810						
Nash CC	1,831					14	36
Edgecombe CC	1,848						
Cleveland CC	1,852						
Southwestern CC	1,894					15	93
College of the Albemarle	1,932						
2,000 - 2,999							
Southeastern CC	2,030						
Craven CC	2,173						
Robeson CC	2,213						
Wilkes CC	2,270	12	100				
Lenoir CC	2,274						
Western Piedmont CC	2,290						
Davidson County CC	2,444						
Johnston CC	2,636						
Alamance CC	2,690						
Surry CC	2,694						
Caldwell CC & TI	2,720					23	65
Sandhills CC	2,770						
Vance-Granville CC	2,870						
Wayne CC	2,938	13	85	21	95		
3,000 - 4,999							
Catawba Valley CC	3,115						
Rowan Cabarrus CC	3,211	14	100				
Gaston College	3,323						
Durham TCC	3,439						
Asheville-Buncombe TCC	3,669	*	100	16	100		
Coastal Carolina CC	3,682	20	100	20	100		
Central Carolina CC	3,803						
Pitt CC	3,905						
Cape Fear CC	3,914	5	100				
Forsyth TCC	4,217						
> 4,999							
Guilford TCC	5,997	*	100	25	100		
Wake TCC	6,848	*	100				
Fayetteville TCC	8,314	7	100	20	85	16	81
Central Piedmont CC	9,743			16	88	26	73
System Total	143,338	77	97	118	95	142	71

*Number of test takers too small to report without violating students' privacy.

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PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1998
--EMERGENCY MEDICAL TECHNICIAN (EMT)--
FIRST-TIME TEST TAKERS

		EMT		EMT-D		EMT-I		EMT-P		EMD	
INSTITUTION	FTE	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
< 1,000											
Pamlico CC	201					*	100				
Montgomery CC	692	9	78			5	60	7	86		
Bladen CC	779	25	32			5	80				
Roanoke-Chowan CC	866	7	43	*	100						
Mayland CC	879	10	70			*	0	13	92		
Tri-County CC	893	67	57	14	64	26	81	13	92		
Martin CC	919	31	52	17	88	22	59				
Brunswick CC	971	51	37	24	79	*	50				
1,000 - 1,999											
James Sprunt CC	1,086	26	54	18	61						
Anson CC	1,135	12	58			5	100				
McDowell TCC	1,268	19	63					6	100		
Sampson CC	1,352	20	65	18	89						
Carteret CC	1,392	51	73	6	67	10	70				
Piedmont CC	1,398	19	37								
Isothermal CC	1,530	49	63	21	62	8	50	8	100		
Mitchell CC	1,535	34	56	14	79	7	43				
Halifax CC	1,548	19	37	15	53	7	71				
Haywood CC	1,601	35	69	8	88	23	78	15	100		
Blue Ridge CC	1,607	37	65	9	89	*	100	19	100		
Beaufort County CC	1,638	73	45	21	48	12	83				
Randolph CC	1,664	62	48	15	67	16	88	15	67		
Richmond CC	1,664	30	30			7	71	12	67		
Wilson TCC	1,667	38	60			8	75	*	100		
Stanly CC	1,694	30	73	14	71	13	69				
Rockingham CC	1,810	21	43	38	50	7	71	19	84		
Nash CC	1,831	22	55			25	84	22	77	5	100
Edgecombe CC	1,848	8	38					5	100		
Cleveland CC	1,852	27	44			13	8				
Southwestern CC	1,894	22	73	*	33						
College of the Albemarle	1,932	58	47	12	92						
2,000 - 2,999											
Southeastern CC	2,030	21	38	17	77			18	83		
Craven CC	2,173	43	54	12	83	18	83	20	100		
Robeson CC	2,213	47	87	39	87	11	91	19	100		
Wilkes CC	2,270	18	67	9	89	*	50	23	78		
Lenoir CC	2,274	61	56	11	91	22	64	16	100		
Western Piedmont CC	2,290	28	21							27	93
Davidson County CC	2,444	33	82	*	100	37	87				
Johnston CC	2,636	53	47			30	77	*	0		
Alamance CC	2,690	30	53	9	100	*	100	9	100		
Surry CC	2,694	41	63	19	84			8	100		
Caldwell CC & TI	2,720	52	65	11	91	23	83				
Sandhills CC	2,770	26	73			7	71				
Vance-Granville CC	2,870	65	65	10	60	*	100	10	90		
Wayne CC	2,938	48	31	10	80	7	100				
3,000 - 4,999											
Catawba Valley CC	3,115	35	63			22	82	8	88		
Rowan Cabarrus CC	3,211	112	72	48	92	21	67	32	91		
Gaston College	3,323	73	45	17	65	6	100	20	80		
Durham TCC	3,439	144	85								
Asheville-Buncombe TCC	3,669	97	62	25	88	13	77	6	100	7	100
Coastal Carolina CC	3,682	66	73			14	86	8	88		
Central Carolina CC	3,803	56	63	45	60	6	83	19	95		
Pitt CC	3,905	93	59	6	83						
Cape Fear CC	3,914	51	73	*	75	7	86	15	100		
Forsyth TCC	4,217	111	70	30	90						
> 4,999											
Guilford TCC	5,997	132	59	268	88	9	89	8	100		
Wake TCC	6,848	153	69	16	88	42	83	16	75		
Fayetteville TCC	8,314	100	65	227	88	8	100	17	94		
Central Piedmont CC	9,743	116	87	136	99			15	100		
Union Technical		17	77			13	85	11	100		
System Total	143,338	2,834	62	1,240	83	548	77	457	90	39	95

*Number of test takers too small to report without violating students' privacy

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PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1998
--INSURANCE--
FIRST-TIME TEST TAKERS

		LIFE & HEALTH		PROPERTY & LIABILITY		MEDICARE SUPP/LTC	
INSTITUTION	FTE	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
< 1,000							
Pamlico CC	201						
Montgomery CC	692						
Bladen CC	779						
Roanoke-Chowan CC	866						
Mayland CC	879						
Tri-County CC	893						
Martin CC	919	8	63	*	100		
Brunswick CC	971						
1,000 - 1,999							
James Sprunt CC	1,086						
Anson CC	1,135						
McDowell TCC	1,268						
Sampson CC	1,352						
Carteret CC	1,392	*	50	10	50		
Piedmont CC	1,398						
Isothermal CC	1,530	*	100	*	0		
Mitchell CC	1,535	9	78	*	0	*	100
Halifax CC	1,548						
Haywood CC	1,601						
Blue Ridge CC	1,607						
Beaufort County CC	1,638						
Randolph CC	1,664	*	100	8	38		
Richmond CC	1,664						
Wilson TCC	1,667	11	64	*	50	*	50
Stanly CC	1,694	5	80				
Rockingham CC	1,810						
Nash CC	1,831	17	65	20	25		
Edgecombe CC	1,848						
Cleveland CC	1,852						
Southwestern CC	1,894						
College of the Albemarle	1,932			15	47		
2,000 - 2,999							
Southeastern CC	2,030	*	100	*	0		
Craven CC	2,173						
Robeson CC	2,213	*	100				
Wilkes CC	2,270	5	100			*	100
Lenoir CC	2,274	31	71	40	65	22	82
Western Piedmont CC	2,290						
Davidson County CC	2,444						
Johnston CC	2,636			*	33		
Alamance CC	2,690	6	67	11	73		
Surry CC	2,694			*	33		
Caldwell CC & TI	2,720						
Sandhills CC	2,770						
Vance-Granville CC	2,870						
Wayne CC	2,938	9	78	6	67		
3,000 - 4,999							
Catawba Valley CC	3,115	25	64	26	62		
Rowan Cabarrus CC	3,211						
Gaston College	3,323						
Durham TCC	3,439						
Asheville-Buncombe TCC	3,669	61	66			52	79
Coastal Carolina CC	3,682	*	33	9	78		
Central Carolina CC	3,803						
Pitt CC	3,905	5	100	12	42		
Cape Fear CC	3,914						
Forsyth TCC	4,217	17	82	6	50	12	58
> 4,999							
Guilford TCC	5,997	20	75	13	85	8	38
Wake TCC	6,848						
Fayetteville TCC	8,314	15	93	23	87	5	80
Central Piedmont CC	9,743	107	68	71	58	16	69
System Total	143,338	362	71	286	58	122	74

*Number of test takers too small to report without violating students' privacy.

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PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1997-98
--MEDICAL SONOGRAPHY--
FIRST-TIME TEST TAKERS

		PHYSICS		ABDOMEN		OB-GYN	
INSTITUTION	FTE	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
< 1,000							
Pamlico CC	201						
Montgomery CC	692						
Bladen CC	779						
Roanoke-Chowan CC	866						
Mayland CC	879						
Tri-County CC	893						
Martin CC	919						
Brunswick CC	971						
1,000 - 1,999							
James Sprunt CC	1,086						
Anson CC	1,135						
McDowell TCC	1,268						
Sampson CC	1,352						
Carteret CC	1,392						
Piedmont CC	1,398						
Isothermal CC	1,530						
Mitchell CC	1,535						
Halifax CC	1,548						
Haywood CC	1,601						
Blue Ridge CC	1,607						
Beaufort County CC	1,638						
Randolph CC	1,664						
Richmond CC	1,664						
Wilson TCC	1,667						
Stanly CC	1,694						
Rockingham CC	1,810						
Nash CC	1,831						
Edgecombe CC	1,848						
Cleveland CC	1,852						
Southwestern CC	1,894						
College of the Albemarle	1,932						
2,000 - 2,999							
Southeastern CC	2,030						
Craven CC	2,173						
Robeson CC	2,213						
Wilkes CC	2,270						
Lenoir CC	2,274						
Western Piedmont CC	2,290						
Davidson County CC	2,444						
Johnston CC	2,636						
Alamance CC	2,690						
Surry CC	2,694						
Caldwell CC & TI	2,720	7	100	*	50	7	71
Sandhills CC	2,770						
Vance-Granville CC	2,870						
Wayne CC	2,938						
3,000 - 4,999							
Catawba Valley CC	3,115						
Rowan Cabarrus CC	3,211						
Gaston College	3,323						
Durham TCC	3,439						
Asheville-Buncombe TCC	3,669						
Coastal Carolina CC	3,682						
Central Carolina CC	3,803						
Pitt CC	3,905						
Cape Fear CC	3,914						
Forsyth TCC	4,217	5	20	7	86	*	33
> 4,999							
Guilford TCC	5,997						
Wake TCC	6,848						
Fayetteville TCC	8,314						
Central Piedmont CC	9,743						
System Total	143,338	12	62	9	78	10	60

*Number of test takers too small to report without violating students' privacy.

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PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1998
--NURSING--
FIRST-TIME TEST TAKERS

		PRACTICAL NURSING		REGISTERED NURSING	
INSTITUTION	FTE	# TESTED	% PASSED	# TESTED	% PASSED
< 1,000					
Pamlico CC	201				
Montgomery CC	692	22	82		
Bladen CC	779	18	100		
Roanoke-Chowan CC	866	9	100	14	86
Mayland CC	879	13	92	24	75
Tri-County CC	893	12	100	9	78
Martin CC	919				
Brunswick CC	971	21	71		
1,000 - 1,999					
James Sprunt CC	1,086	18	78	23	74
Anson CC	1,135	11	91		
McDowell TCC	1,268	15	87		
Sampson CC	1,352	12	92	29	97
Carteret CC	1,392	19	100		
Piedmont CC	1,398	10	100	16	63
Isothermal CC	1,530	25	76		
Mitchell CC	1,535			36	75
Halifax CC	1,548				
Haywood CC	1,601	11	100	14	64
Blue Ridge CC	1,607			20	100
Beaufort County CC	1,638	15	100	19	95
Randolph CC	1,664			24	75
Richmond CC	1,664			31	100
Wilson TCC	1,667				
Stanly CC	1,694	11	100	31	94
Rockingham CC	1,810	19	84	24	96
Nash CC	1,831				
Edgecombe CC	1,848				
Cleveland CC	1,852	13	100		
Southwestern CC	1,894			12	92
College of the Albemarle	1,932	15	93	30	77
2,000 - 2,999					
Southeastern CC	2,030	18	100	44	91
Craven CC	2,173	13	54	32	94
Robeson CC	2,213	22	100	33	94
Wilkes CC	2,270			27	81
Lenoir CC	2,274	11	100	22	91
Western Piedmont CC	2,290			42	88
Davidson County CC	2,444			32	97
Johnston CC	2,636	14	100	22	100
Alamance CC	2,690	21	100	32	78
Surry CC	2,694	23	96	44	93
Caldwell CC & TI	2,720	31	100	31	87
Sandhills CC	2,770	11	100	48	88
Vance-Granville CC	2,870			31	81
Wayne CC	2,938	10	80	32	97
3,000 - 4,999					
Catawba Valley CC	3,115			33	85
Rowan Cabarrus CC	3,211	*	100	39	97
Gaston College	3,323	23	100	28	96
Durham TCC	3,439	25	96	37	70
Asheville-Buncombe TCC	3,669	26	100	61	84
Coastal Carolina CC	3,682	16	81	24	96
Central Carolina CC	3,803	49	92	43	74
Pitt CC	3,905	29	100	46	96
Cape Fear CC	3,914	13	77	24	96
Forsyth TCC	4,217	27	93	93	87
> 4,999					
Guilford TCC	5,997	27	96	51	92
Wake TCC	6,848			66	97
Fayetteville TCC	8,314	16	88	66	94
Central Piedmont CC	9,743			49	82
Foothills NRSG CONS				38	82
NEWH NSG Consortium		73	100	98	73
System Total	143,338	788	93	1,624	87

*Number of test takers too small to report without violating students' privacy

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PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1997-98
OPTICIANRY--VETERINARY MEDICAL TECHNOLOGY
FIRST-TIME TEST TAKERS

		OPTICIANRY		VET. MED. TECH.	
INSTITUTION	FTE	# TESTED	% PASSED	# TESTED	% PASSED
< 1,000					
Pamlico CC	201				
Montgomery CC	692				
Bladen CC	779				
Roanoke-Chowan CC	866				
Mayland CC	879				
Tri-County CC	893				
Martin CC	919				
Brunswick CC	971				
1,000 - 2,000					
James Sprunt CC	1,086				
Anson CC	1,135				
McDowell TCC	1,268				
Sampson CC	1,352				
Carteret CC	1,392				
Piedmont CC	1,398				
Isothermal CC	1,530				
Mitchell CC	1,535				
Halifax CC	1,548				
Haywood CC	1,601				
Blue Ridge CC	1,607				
Beaufort County CC	1,638				
Randolph CC	1,664				
Richmond CC	1,664				
Wilson TCC	1,667				
Stanly CC	1,694				
Rockingham CC	1,810				
Nash CC	1,831				
Edgecombe CC	1,848				
Cleveland CC	1,852				
Southwestern CC	1,894				
College of the Albemarle	1,932				
2,000 - 2,999					
Southeastern CC	2,030				
Craven CC	2,173				
Robeson CC	2,213				
Wilkes CC	2,270				
Lenoir CC	2,274				
Western Piedmont CC	2,290				
Davidson County CC	2,444				
Johnston CC	2,636				
Alamance CC	2,690				
Surry CC	2,694				
Caldwell CC & TI	2,720				
Sandhills CC	2,770				
Vance-Granville CC	2,870				
Wayne CC	2,938				
3,000 - 4,999					
Catawba Valley CC	3,115				
Rowan Cabarrus CC	3,211				
Gaston College	3,323			20	100
Durham TCC	3,439	12	58		
Asheville-Buncombe TCC	3,669				
Coastal Carolina CC	3,682				
Central Carolina CC	3,803			27	93
Pitt CC	3,905				
Cape Fear CC	3,914				
Forsyth TCC	4,217				
> 4,999					
Guilford TCC	5,997				
Wake TCC	6,848				
Fayetteville TCC	8,314				
Central Piedmont CC	9,743				
System Total	143,338	12	58	47	96

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PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1997-98
RADIOGRAPHY--NUCLEAR MEDICINE TECHNOLOGY--
RADIATION THERAPY TECHNOLOGY
FIRST-TIME TEST TAKERS

		RADIOGRAPHY		NUC. MED. TECH.		RAD. THER. TECH.	
INSTITUTION	FTE	# TESTED	% PASSED	# TESTED	% PASSED	# TESTED	% PASSED
< 1,000							
Pamlico CC	201						
Montgomery CC	692						
Bladen CC	779						
Roanoke-Chowan CC	866						
Mayland CC	879						
Tri-County CC	893						
Martin CC	919						
Brunswick CC	971						
1,000 - 1,999							
James Sprunt CC	1,086						
Anson CC	1,135						
McDowell TCC	1,268						
Sampson CC	1,352						
Carteret CC	1,392	8	87				
Piedmont CC	1,398						
Isothermal CC	1,530						
Mitchell CC	1,535						
Halifax CC	1,548						
Haywood CC	1,601						
Blue Ridge CC	1,607						
Beaufort County CC	1,638						
Randolph CC	1,664						
Richmond CC	1,664						
Wilson TCC	1,667						
Stanly CC	1,694						
Rockingham CC	1,810						
Nash CC	1,831						
Edgecombe CC	1,848	14	92				
Cleveland CC	1,852	*	100				
Southwestern CC	1,894	17	88				
College of the Albemarle	1,932						
2,000 - 2,999							
Southeastern CC	2,030						
Craven CC	2,173						
Robeson CC	2,213						
Wilkes CC	2,270						
Lenoir CC	2,274						
Western Piedmont CC	2,290						
Davidson County CC	2,444						
Johnston CC	2,636	17	100				
Alamance CC	2,690						
Surry CC	2,694						
Caldwell CC & TI	2,720	14	100	6	100		
Sandhills CC	2,770	7	85				
Vance-Granville CC	2,870	18	100				
Wayne CC	2,938						
3,000 - 4,999							
Catawba Valley CC	3,115						
Rowan Cabarrus CC	3,211	17	76				
Gaston College	3,323						
Durham TCC	3,439						
Asheville-Buncombe TCC	3,669	13	92				
Coastal Carolina CC	3,682						
Central Carolina CC	3,803						
Pitt CC	3,905	19	100	*	100	5	80
Cape Fear CC	3,914	*	100				
Forsyth TCC	4,217	19	73	*	100	5	100
> 4,999							
Guilford TCC	5,997						
Wake TCC	6,848	11	100				
Fayetteville TCC	8,314	10	100				
Central Piedmont CC	9,743						
System Total	143,338	191	92	12	100	10	90

*Number of test takers too small to report without violating students' privacy

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PASSING RATES ON LICENSING AND CERTIFICATION EXAMINATIONS, 1997-98
--REAL ESTATE--
FIRST-TIME TEST TAKERS

		SALES		BROKER	
INSTITUTION	FTE	# TESTED	% PASSED	# TESTED	% PASSED
< 1,000					
Pamlico CC	201				
Montgomery CC	692				
Bladen CC	779	*	0		
Roanoke-Chowan CC	866	6	83		
Mayland CC	879	19	58	*	50
Tri-County CC	893	21	48	*	75
Martin CC	919	*	100		
Brunswick CC	971	44	66	18	78
1,000 - 1,999					
James Sprunt CC	1,086				
Anson CC	1,135	*	50		
McDowell TCC	1,268	8	100		
Sampson CC	1,352				
Carteret CC	1,392	42	69		
Piedmont CC	1,398	*	25		
Isothermal CC	1,530	9	44	16	38
Mitchell CC	1,535	39	49		
Halifax CC	1,548	18	50		
Haywood CC	1,601	6	50		
Blue Ridge CC	1,607	17	71	10	100
Beaufort County CC	1,638	*	100		
Randolph CC	1,664	21	71		
Richmond CC	1,664				
Wilson TCC	1,667	8	38		
Stanly CC	1,694	21	43		
Rockingham CC	1,810	*	33	*	33
Nash CC	1,831	24	63		
Edgecombe CC	1,848				
Cleveland CC	1,852	9	44		
Southwestern CC	1,894	43	70	*	0
College of the Albemarle	1,932	17	47	*	100
2,000 - 2,999					
Southeastern CC	2,030	7	43		
Craven CC	2,173	*	50	*	0
Robeson CC	2,213	5	80		
Wilkes CC	2,270	10	70		
Lenoir CC	2,274	9	78		
Western Piedmont CC	2,290	13	54	6	33
Davidson County CC	2,444	39	62	*	0
Johnston CC	2,636	27	70		
Alamance CC	2,690	51	86	77	75
Surry CC	2,694	23	70	26	69
Caldwell CC & TI	2,720	21	48	*	50
Sandhills CC	2,770	18	50	11	45
Vance-Granville CC	2,870	11	91		
Wayne CC	2,938	*	100		
3,000 - 4,999					
Catawba Valley CC	3,115	28	61	*	100
Rowan Cabarrus CC	3,211	55	82	*	0
Gaston College	3,323	75	52		
Durham TCC	3,439	58	74	14	57
Asheville-Buncombe TCC	3,669	22	55	10	50
Coastal Carolina CC	3,682	48	44		
Central Carolina CC	3,803	27	56	*	0
Pitt CC	3,905	21	52	13	92
Cape Fear CC	3,914	10	100		
Forsyth TCC	4,217	31	71	8	63
> 4,999					
Guilford TCC	5,997	70	59	29	83
Wake TCC	6,848	48	77	14	64
Fayetteville TCC	8,314	41	73		
Central Piedmont CC	9,743	263	59	25	72
System Total	143,338	1,422	62	303	67

*Number of test takers too small to report without violating students' privacy.

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PROFESSIONAL BOARD CONTACTS FOR CSF MEASURE
I.E. LICENSURE PASSING RATES

EXAM	AGENCY	CONTACT
Basic Law Enforcement	NC Dept. of Justice 919/716-6475	Ray Hamilton
Cosmetology	NC State Board of Cosmetology 919/733-4120	Carolyn Murray
Dental Assisting	Dental Assisting National Board Inc. 312/642-3368	Dawn Meyer
Dental Hygiene	NC State Board of Dental Examiners 919/781-4901	Jennifer Daniels
Emergency Medical Technician	NC Dept. of Human Resources 919/733-2285	Ray Smith
Insurance	NC Dept. of Insurance 919/733-7487	Louis Johnson
Nursing	NC Board of Nursing 919/782-3211	Teresa Williamson
Opticianry	NC State Board of Opticians 919/733-9321	Carolyn Allen
Physical Therapy	NC Board of Physical Therapy 919/490-6393	Ben Massey
Radiologic Technology	The American Registry of Radiologic Technologists 612/687-0048	Dan Anderson
Real Estate	NC Real Estate Commission 919/875-3700	Larry Outlaw
Veterinary	NC Veterinary Medical Board 919/733-7689	Tom Mickey

Background

Students attend community colleges for a wide variety of reasons. Unlike traditional university students, a large number of students enrolled in community colleges are not pursuing a degree. Some students are pursuing basic skills, others are in search of job preparation skills or job retraining, and still others are preparing for transfer to a four-year institution. These students attend community colleges to obtain specific skills or knowledge that will enable them to attain their goal, which may be employment, transferring to a four-year institution, or simply self-improvement.

Depending on the reason for attending, students may enroll in a community college for one quarter or they may be in pursuit of a certificate, diploma, or degree. Further, many students who enroll in community colleges do so on a part-time basis. These students, due to employment constraints or family responsibilities, simply cannot attend college on a full-time basis or even necessarily attend each quarter. As a result, calculation of program completion rates and the assessment of the appropriateness of a program completion rate are difficult.

The calculation of an accurate program completion rate must account for student intention. Therefore, since many students enroll in a community college without the intention of completing a program, any calculation of a program completion rate must eliminate these students. To be accurate, a program completion rate must be based solely on those students who enroll in a community college with the intent of earning a certificate, diploma, or degree.

As of 1991-92, student intent was added to the Curriculum Student Progress Information System. Information is now being gathered at all colleges on students' intentions for enrolling. Among the reasons for enrolling that students can select is the intent of obtaining a certificate, degree, or diploma. With the implementation of the new Accountability Performance Measures and Standards, goal completion of program completers will be reported in the 2000 CSF report. In addition, implementation of the federal Right-to-Know legislation has mandated tracking cohorts for 150 percent of the time needed to complete a program.

Recommendation

The State Board of Community Colleges has adopted an Annual Program Audit for all colleges to use in reviewing all programs and services annually. In addition, the State Board has adopted performance standards for certain key measures in the Annual Program Audit. Among the measures for which standards have been adopted is student goal accomplishment, which includes completion rates, as well as other goal attainment by students. This measure

will more accurately reflect the success of students in programs in community colleges than will looking just at graduation rates. Therefore, it is recommended that this measure be modified in the future to examine both graduation rates and student goal accomplishment.

In addition, efforts should be made to identify the core courses in a program that enable a student to leave the program possessing marketable skills even though the program was not completed. With this information, a modified program completion rate could be developed that would reflect students gaining marketable skills.

Background

Students who enroll in community colleges are often unprepared for college level coursework. Unlike the traditional university, community colleges maintain an "open door" philosophy and, as a result, serve non-traditional students and students who may not have been properly prepared for post-secondary education. For many of these students, the colleges must first equip them with the basic skills and knowledge necessary to pursue college level courses.

Colleges have developed remedial courses for students who have deficiencies in core course areas. The purpose of the remedial courses is to equip students with the skills and knowledge necessary for success in their college studies. Once students have successfully completed the remedial courses, they can then move into a regular college program.

The passing rate for remedial courses is one measure of student success. This measure provides an indication of the success of colleges in alleviating student deficiencies and preparing students for college level work. In other words, it is a measure of the success of the colleges in providing students with the basic skills necessary for post-secondary education.

Because of inconsistent grading policies, it was impossible to compute passing rates for remedial courses. A task force is developing a plan for collecting and analyzing the data to ensure consistency in reporting. A computer program has been developed and is being implemented at the colleges that will identify remedial courses, identify students who are enrolled in these courses, and calculate passing rates for these courses. Data on this measure should be available in the future.

Recommendation

The data on passing rates for remedial courses should be gathered and analyzed. In addition, efforts should be undertaken to develop a measure of the success of students who pass remedial courses in future college courses.

STUDENT SUCCESS MEASURE H: ***Passing Rates for "General Education" and "Related" Courses***

Background

Student success measures often focus on "end point" measures such as program completion rates, licensure passing rates, and degrees awarded. While these are appropriate measures of student success, they overlook the success of students while they are progressing through a program of study. In addition, these measures often fail to capture students who enroll in a community college and do not have the intent of completing a program.

Passing rates for "General Education" and "related" courses provide a measure of the success of students in progressing through a course of study. These courses are designed to provide students with traditional academic studies (e.g., English, mathematics, social sciences) and complement the technical and vocational components of their programs. "General Education" and "related" courses can be thought of as that component of a student's program that provides a "well-rounded" education.

Currently it is not possible to compute passing rates for "General Education" and "related" courses. As with Student Success Measure G, passing rates for remedial courses, the appropriate computer programs have been developed and are being implemented that will result in the calculation of passing rates for "General Education" and "related" courses. These rates should be available in the future.

Recommendation

The Common Course Library has been established and programs should be developed to track student performance.

CRITICAL SUCCESS FACTOR II: RESOURCES

For any institution, educational or industrial, there is a critical mass of resources necessary for the organization to perform at an optimal level. When resources fall below this critical mass level, performance declines and quality suffers. The level of resources can be thought of as an indicator of the health of an organization.

During the 1960s, resources for higher education were readily available. During the past two decades, however, colleges and universities have had to contend with a shrinking availability of resources. The demand by the public for tax relief and reduced state government over the past few years, coupled with some revenue shortfalls, has resulted in ever tightening budgets.

While resources have declined over the past two decades, the demands on community colleges have increased dramatically. Enrollment has continued to increase, with more and more North Carolinians turning to the community colleges for job training and for the first two years of a baccalaureate program. The role of community colleges in basic skills education and community services has grown continuously over the years. Colleges are being asked to provide more services to more people with fewer resources.

An examination of the colleges' resources will indicate the capability of the institutions in providing quality educational programs. Whereas resources alone do not guarantee that a quality education will be present, without the appropriate resources, a college cannot provide students with an adequate learning experience.

The measures selected as indicators of the health of the System and the colleges as determined by resources are:

A. Average Salaries as a Percent of the Southeastern Regional Average

B. Student/Faculty Ratio

C. Participation in Staff Development Programs: Tier A

D. Currentness of Equipment

E. Percent of Libraries Meeting American Library Association Standards

F. System Funding/FTE

RESOURCES MEASURE A: Institutional Salaries as a Percent of the Southeastern Regional Average

Background

This measure is an indicator of a key "input" to education: the personnel who make it happen. While it is true that dedicated people will provide high quality education for low salaries, it is unrealistic to expect that education can continue to attract highly skilled, knowledgeable people who have significantly higher paying alternatives. If these alternatives are in other educational systems—if a dedicated teacher can teach elsewhere for more pay—it is even more unrealistic. In addition, community colleges must compete for technically skilled people in areas like electronics and nursing, in which the relevant labor market is outside education. Measures for market competitiveness of salaries should be developed.

The 1997-98 national salary data on administrative positions are from the College and University Personnel Association (CUPA). The data are based on two-year institutions from across the nation. The median salary for each position is reported.

The 1999-2001 Strategic Plan recommended that the North Carolina Community College System raise salaries from 83.3 percent of the Southern Regional Education Board (SREB) average to the SREB average. Faculty salaries in the southeastern region have been chosen as a conservative basis for comparison since these states are similar to North Carolina in terms of cost of living. Other things to consider include the fact that technical education is a greater part of what community colleges do in North Carolina than elsewhere, even in the South, and that technical personnel are typically more expensive.

Furthermore, salaries are not measured or reported consistently between states and the data are confusing. The average monthly salary, including fringes, is considered to be the most comparable figure, since colleges and systems define full-time in various ways. The salary question also involves issues related to longevity. A long-time faculty member may have a higher salary due to seniority; or conversely, it may have been necessary to pay more to get the newest person in a competitive labor market.

Because of different contract lengths for faculty within the System and across states, the data are converted to a 9-month equivalent salary. This procedure allows for a more accurate comparison of North Carolina salaries with salaries from other states. Thus, the data presented in this measure are the average 9-month faculty salary for full-time curriculum faculty. However, it should be noted that 70 percent of full-time curriculum faculty work 12 months, and only 21 percent of faculty are employed on 9-month contracts.

Implications

The data indicate that North Carolina has not improved its ranking in the southeastern region despite the slight increase in salaries; and, it remains significantly behind the regional average for faculty salaries. The increase in faculty salaries is worth noting–6.9 percent. On the other hand, for the 15-state region, the increase was only 1.4 percent. The impact of low salaries is reflected in colleges losing key personnel, especially to industry, and in not being able to hire their first choice in certain fields.

The data on administrative salaries show that the community colleges are behind in most categories. Besides data on the median administrative salaries for North Carolina compared to the national medians, information is presented on the percentage of North Carolina administrators that are above the 60th percentile and those below the 40th percentile for national salaries. These data indicate that median salaries for administrators in North Carolina, in most categories, is below the 40th percentile for the nation. As with faculty salaries, North Carolina ranks low in administrative salaries.

NORTH CAROLINA COMMUNITY COLLEGE MEDIAN ADMINISTRATIVE SALARIES COMPARED WITH NATIONAL MEDIANS

EMPLOYEE CATEGORY	CUPA MEDIAN SALARY 1997-98	NC MEDIAN SALARY 1997-98
Executive		
President	$103,000	$105,702
Executive Vice President	84,975	80,028
Academic		
Chief Instructional Officer	$74,847	$67,404
Inst. Research/Planning	50,088	55,572
Administrator-Vocational	61,116	54,840
Administrator-LRC	50,115	47,364
Institutional Research	46,439	44,376
Administrative		
Chief Business Officer	$72,951	$65,082
Admin.-Accounting	52,335	48,186
Supervising-Accounting	44,172	38,286
Mgmt/Plant Operations	52,036	34,824
Admin.-Computer Center	58,000	52,098
Computer Systems Admin.	48,623	36,858
Personnel Officer	52,372	34,548
Purchasing	41,529	31,092
Printing	33,619	22,200
Accounting-high	33,674	24,900
Comp. Programmer-high	36,889	29,760
External Affairs		
Inst. Development Officer	$50,582	$37,404
Public Information	45,839	33,258
Student Services		
Chief Student Services Officer	$65,970	$58,662
Admin.-Student Services	63,571	49,368
Financial Aid Officer	45,236	33,636
Registrar/Admissions	50,698	36,708

Source: ***CUPA Administrative Compensation Survey, 1997-98.***
Planning and Research, NC Community College System Office.

MEDIAN SALARIES OF NORTH CAROLINA COMMUNITY COLLEGE ADMINISTRATORS AND PERCENT BELOW THE NATIONAL FORTIETH PERCENTILE AND PERCENT ABOVE THE NATIONAL SIXTIETH PERCENTILE IN 1997-98

North Carolina Number	% Below U.S. 40th Percentile	% Above U.S. 60th Percentile	Position Title	U.S. 40th Percentile	U.S. 60th Percentile
58	29%	47%	Chief Executive Officer (President)	$99,362	$107,978
24	46%	13%	Executive Vice President	$79,737	$89,139
48	65%	25%	Chief Business Officer	$69,118	$75,550
20	50%	15%	Administrator-Accounting/Controller	$47,250	$56,353
44	59%	9%	Management/Supervising-Accounting	$40,409	$46,324
23	13%	57%	Mgmt/Research/Devel/Plan/Effect	$47,525	$55,190
47	70%	6%	Chief Instructional Officer	72,016	$78,053
7	71%	14%	Administrator-Vocational	$58,557	$65,595
33	58%	27%	Administrator-Learning Resources	$48,244	$53,948
38	74%	8%	Chief Student Affairs/Services Officer	$62,913	$69,578
42	83%	7%	Administrator-Student Services	$59,750	$66,407
65	83%	6%	Financial Aid Officer	$42,253	$47,548
50	84%	4%	Registrar/Admissions	$47,840	$53,125
61	92%	2%	Management/Plant Operations	$47,963	$55,663
22	55%	14%	Administrator-Computer Center	$53,194	$63,276
66	89%	3%	Computer Systems Administrator	$47,277	$53,244
25	76%	12%	Institutional Development Officer	$48,220	$54,000
9	22%	33%	Institutional Research	$42,097	$49,028
36	83%	3%	Public Information	$42,034	$49,047
29	100%	0%	Personnel Officer	$48,747	$58,176
29	76%	7%	Purchasing	$36,656	$45,268
57	98%	0%	Printing	$32,305	$36,252
129	87%	5%	Accounting-high	$32,220	$36,722
25	68%	4%	Computer Programmer-high	$34,529	$39,050

Source: ***CUPA Administrative Compensation Survey, 1997-98.***
Planning and Research, NC Community College System Office.

NORTH CAROLINA COMMUNITY COLLEGE FACULTY SALARIES AS A PERCENTAGE OF THE SOUTHEAST AVERAGE AND RANK AMONG 15 SOUTHEASTERN STATES

YEAR	NC SALARY**	SREB AVE. SALARY	% OF SREB AVE.	RANK
1993-94	$27,408	$33,470	81.9	15th
1994-95	$29,234	$34,433	84.9	15th
1995-96	$30,106*	$36,146	83.3	15th
1996-97	$30,124	$37,163	81.1	15th
1997-98	$32,206	$37,677	85.5	15th

*Data published in the 1995-96 SREB Data Exchange were incorrect. The data have been corrected.

**Full-time faculty salary was converted to nine-month salary for comparisons.

Source:* *SREB Fact Book On Higher Education.

Recommendation

Improving salary levels is a major cost item. The work with the SREB and other agencies to try to establish the monthly salary as the basis for comparison and to develop a consistent approach to collecting and reporting the data should be continued. An improved data measure using the CUPA report is currently being investigated and will possibly be implemented in the future. Additionally, alternative benchmarks should also be investigated particularly in terms of market competitiveness.

RESOURCES MEASURE B: Student/Faculty Ratio

Background

A key ingredient to a proper learning situation is the opportunity for interaction between instructor and student. In technical and vocational programs, where much of the teaching is "hands-on," instructors must be able to give individual attention to students in the classroom and in the lab/shop. Unfortunately, as enrollments have increased, many colleges have found that the only way to meet the demand for programs is by increasing class size.

The student/faculty ratio is an indicator of the health of the System. As the student/faculty ratio increases; it is logical to assume that the opportunity for students to receive individual attention decreases. An increasing student/faculty ratio also translates into an increased workload for the faculty for there are more students to teach/supervise/advise and more papers to evaluate. As faculty workload increases, so does faculty "burnout."

An appropriate measure of the student/faculty ratio is currently being developed. In assessing the appropriateness of a student/faculty ratio, individual programs will need to be examined. It is likely that what may be an appropriate student/faculty ratio for a college transfer English class may not be appropriate for a welding class where the instruction is more "hands-on" oriented.

Recommendation

This measure should be developed for reporting in the future. In developing the measure, consideration should be given to the types of programs offered by the System. In addition, comparable data from other systems should be collected.

RESOURCES MEASURE C: Participation in Staff Development Programs: Tier A

Background

Like salaries, participation in staff development programs is an "input" indicator of the quality of teaching. Instructors who stay up to date in their field and incorporate new teaching technologies and methods into their delivery provide better quality instruction. Staff development activities also boost morale and creativity. Personnel in all classifications realize similar effects.

There is currently no way to measure the level of participation in staff development programs. The only indicator available is participation in "Tier A" programs, which are funded separately and have been restricted to certain types of activities. Before 1989-90 only faculty were eligible for Tier A program support. Other personnel also need staff development activities. Funding for Tier A has remained at $1.23 million each year over the six years the program has been in effect, thus not increasing even to cover inflation. In addition, restrictions on the use of these funds were lifted as part of a flexibility measure to help colleges deal with the budget cuts of the past. Thus, colleges were able to use the funds to meet any legitimate college need.

During normal operations, colleges spend additional dollars and involve personnel in developmental activities that are not covered by these funds. For example, travel funds are typically made available from college operating budgets to enable staff to attend conferences, etc. Colleges also hold on-campus professional development activities not covered with special funds. However, only limited funds are available from operating budgets.

An appropriate measure of participation in staff development programs is currently unavailable. In past years, the number of faculty and staff participating in Tier A sponsored activities has been reported. These data, however, have been very limited in that the type of activity and the quality of activity have not been assessed. Simply looking at participation rates did not provide any information on the activities and impact on college personnel. Indeed, if a college sponsored a mandatory workshop for all personnel, then the college would have a 100 percent participation rate, but it is not necessarily true that the college would have met the staff development needs of its personnel.

Beginning in 1991-92 it was decided to report on the percentage of Tier A funds that were expended by the System and by the colleges. The data provide some measure of the college's efforts in providing faculty and staff with staff development activities.

Implications

The data indicate that colleges are making use of Tier A money. It is still not possible, however, to determine the impact of the Tier A sponsored activities. It is also not possible to determine from available data the amount of additional funds expended by colleges on staff development activities. Efforts to define a meaningful staff development participation measure should continue.

Data

PERCENTAGE OF TIER A FUNDS EXPENDED FOR FULL- AND PART-TIME FACULTY AND STAFF

YEAR	% OF FUNDS EXPENDED
1993-94	94.88
1994-95	98.00
1995-96	97.00
1996-97	96.00
1997-98	98.00

*Source: **Professional Competencies Program Final Report, Academic & Student Services, NC Community College System Office.***

Recommendation

Efforts to develop an appropriate measure of participation in staff development activities should continue. Such a measure should include staff development activities for all staff, not faculty only, and should provide evidence of the extent of involvement, such as hours or days devoted to professional development activities.

PERCENTAGE OF TIER A FUNDS EXPENDED
FOR FULL- AND PART-TIME FACULTY AND STAFF, 1997-98

		PERCENT OF FUNDS SPENT			
INSTITUTION	FTE	1994-95	1995-96	1996-97	1997-98
< 1,000					
Pamlico CC	201	91	100	98	93
Montgomery CC	692	100	100	100	100
Bladen CC	779	100	100	100	100
Roanoke-Chowan CC	866	100	97	100	99
Mayland CC	879	100	100	100	100
Tri-County CC	893	82	100	100	98
Martin CC	919	100	100	97	99
Brunswick CC	971	96	100	100	100
1,000 - 1,999					
James Sprunt CC	1,086	92	93	85	100
Anson CC	1,135	100	100	100	71
McDowell TCC	1,268	100	100	99	100
Sampson CC	1,352	100	100	99	99
Carteret CC	1,392	100	98	96	100
Piedmont CC	1,398	97	100	94	100
Isothermal CC	1,530	100	100	100	100
Mitchell CC	1,535	100	100	100	100
Halifax CC	1,548	96	99	80	65
Haywood CC	1,601	97	52	86	98
Blue Ridge CC	1,607	98	99	100	100
Beaufort County CC	1,638	95	100	100	100
Randolph CC	1,664	100	94	99	100
Richmond CC	1,664	98	92	89	62
Wilson CC	1,667	100	100	99	97
Stanly CC	1,694	99	100	67	100
Rockingham CC	1,810	100	93	100	99
Nash CC	1,831	100	99	100	100
Edgecombe CC	1,848	97	100	100	100
Cleveland CC	1,852	94	100	76	100
Southwestern CC	1,894	100	100	100	100
College of the Albemarle	1,932	100	100	99	99
2,000 - 2,999					
Southeastern CC	2,030	95	99	88	92
Craven CC	2,173	95	100	99	93
Robeson CC	2,213	100	100	99	99
Wilkes CC	2,270	100	100	99	99
Lenoir CC	2,274	100	100	100	100
Western Piedmont CC	2,290	100	100	74	99
Davidson County CC	2,444	100	100	100	100
Johnston CC	2,636	92	100	98	99
Alamance CC	2,690	91	98	97	99
Surry CC	2,694	100	90	95	99
Caldwell CC & TI	2,720	100	100	100	100
Sandhills CC	2,770	100	100	100	99
Vance-Granville CC	2,870	99	100	100	100
Wayne CC	2,938	97	100	100	100
3,000 - 4,999					
Catawba Valley CC	3,115	100	92	96	100
Rowan-Cabarrus CC	3,211	98	100	100	100
Gaston College	3,323	100	95	97	100
Durham TCC	3,439	100	100	100	100
Asheville-Buncombe TCC	3,669	100	100	100	100
Coastal Carolina CC	3,682	100	100	100	100
Central Carolina CC	3,803	100	100	100	99
Pitt CC	3,905	99	100	93	96
Cape Fear CC	3,914	100	100	100	100
Forsyth TCC	4,217	100	100	100	100
> 4,999					
Guilford TCC	5,997	100	99	100	100
Wake TCC	6,848	100	99	99	100
Fayetteville TCC	8,314	87	89	91	95
Central Piedmont CC	9,743	100	93	99	99
System	143,338	98	97	96	98

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RESOURCES MEASURE D: Currentness of Equipment

Background

If colleges are to prepare students for the increasingly complex technological demands of the workplace, equipment that is appropriate to the skills students need to develop must be made available. It is not possible to adequately prepare workers for 21st century jobs using 20th century technology. A key component of fostering a "culture of quality" at community college institutions is the availability of equipment that is appropriate to the skills being taught. Manufacturing today is very different from a decade ago, involving more automated processes that are computer driven. Today's worker must be skilled in this new technology if the needs of business and industry are to be met.

To assess the availability of appropriate equipment in the Community College System, data were examined on the age of equipment in use in the System. The assumption underlying this analysis is that the development of skills needed in today's workplace requires experience with and knowledge of equipment that is current and up to date.

Implications

- The 1997-98 data show that 53 percent of all equipment currently in use in the System is more than five years old and 27 percent of that equipment is more than ten years old. It can be seen that some strides have been made over the last two years in replacing obsolete equipment. However, the fact remains that equipment is still aging at a faster rate than new equipment is being purchased. Ninety-five percent of the equipment presently in use has a depreciating life of five to seven years, requiring an ongoing effort to reduce the proportion of the equipment being used for training in the System that is either obsolete or on the verge of obsolescence.

Data

PERCENT OF EQUIPMENT IN EACH AGE CATEGORY

YEAR	0-5 YEARS	6-10 YEARS	> 10 YEARS
1993-94	20	33	47
1994-95	15	32	53
1995-96	45	29	26
1996-97	45	27	28
1997-98	48	26	27

Source: Equipment Database, Facility and Property Services, NC Community College System Office.

Recommendation

The five-year trend in the aging of equipment in the Community College System shows some improvement. Over a five-year period, the percentage of equipment that was more than five years old decreased from a high of 85 percent in 1994-95 to 53 percent in 1997-98. With the technological advances over the past five years, aging equipment should remain a concern of the Community College System. Further studies need to be conducted to determine the impact that aging equipment has on the ability of community colleges to appropriately train students for the workplace.

This measure should continue to be developed and refined. Future development should focus not just on the age of the equipment, but on the match between the equipment being used in training and the skills needed by workers in the various occupations.

RESOURCES MEASURE E: Percent of Libraries Meeting American Library Association Standards

Background

Like current equipment, up-to-date libraries or learning resource centers are a key measure of the health of educational institutions. They provide the resources needed by students of all levels in the pursuit of education to support their classroom efforts.

The American Library Association (ALA) has adopted standards for libraries or learning resource centers at community, junior and technical colleges. Based on an institution's full-time equivalent (FTE) enrollment, the standards establish "minimum" and "excellent" levels for various areas of the libraries or learning resource centers (e.g., staff, collections, budget). In effect, ALA has established a "yardstick" by which an institution, or a system, can measure the adequacy of its library resources.

Using the ALA standards, data on the System libraries were collected and analyzed. The purpose of the analysis was to determine what percentage of the institutions meets the ALA standards at either the "minimum" or "excellent" level. Only those factors in the standards for which data were readily available were included in the analysis. Data related to services are not now available and therefore were not included in this analysis.

Implications

Data on library operating expenditures, serial holdings, book collection size, library staff, and square footage of facilities were collected on each college. This information was compared with the "minimum" and "excellent" levels defined by ALA for each measure. It is important to note that different levels are specified for each measure depending on the size of the college as measured by FTE. In conducting the analysis, colleges were matched with the levels specified for their FTE. Though the standards do not differentiate between FTE and curriculum FTE, such a differentiation was made in this analysis. That is, our colleges were matched with the FTE level for each measure based on their curriculum FTE, not total FTE. The result of this approach is to make the most favorable judgment of our library resources, since in fact our libraries or learning resource centers must also serve the non-curriculum students.

The data indicate that the majority of the System's libraries do not meet the "minimum" levels specified by ALA, though over the past five years progress has been made. In 1996-97, 23 colleges met the minimum level and two colleges met the excellent level for number of book titles. This year's data show a slight decline with 20 colleges meeting the minimum level and 3 meeting the excellent level bringing the overall percent of colleges that met the standard from 43 to 38.

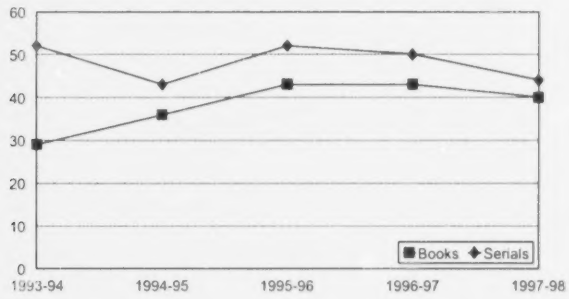
Data

LEARNING RESOURCE CENTERS: COMPLIANCE WITH ACRL STANDARDS

MEASURE	BELOW STANDARD		MINIMUM LEVEL		EXCELLENT LEVEL	
	#	%	#	%	#	%
# of Book Titles	35	60	20	35	3	5
Serial Subscriptions	32	55	24	41	2	3
Expenditure per FTE Minus Salaries	55	95	3	5	0	0
Library Staff	49	84	9	16	0	0
Square Footage	58	100	0	0	0	0

Source: ***Planning and Research, NC Community College System Office.***

Percentage of LRCs Meeting Standard



	1993-94	1994-95	1995-96	1996-97	1997-98
Books	29	36	43	43	40
Serials	52	43	52	50	44

Recommendation

In 1992-93 the General Assembly doubled the appropriations for libraries at community colleges. This measure should be monitored carefully in the future to determine improvements in the number of colleges that do meet the ALA standards.

This measure should continue to be refined. Data on the number of services provided by each college's library or learning resource center should be collected. The appropriateness of the facilities measure (square footage of library) should be closely examined to determine its usefulness in assessing the quality of the System's libraries.

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RESOURCES MEASURE F: System Funding/FTE

Background

System funding/FTE can be thought of as the basis for all other resources available at a community college. It is the funding that makes possible adequate salaries for faculty, the purchase of equipment, the enhancement of libraries, and the means by which to offer staff development activities. Quite naturally, a high level of funding does not ensure that the appropriate resources will be available at colleges; the funds must be managed properly for this to occur. However, without an appropriate level of funding, other resources cannot be secured.

This measure was developed to indicate the trend in System funding/FTE over the past five years and to compare this trend with national data. As available information was analyzed, however, it was found that the data were not available in a form that made comparisons possible. For the System, the most reliable data found were on average cost per FTE. The data provide a measure of expended allocations for the year as a function of FTE.

On the national level, a consistent, comparative statistic was not available. The National Association of College and University Business Officers (NACUBO) does publish information on state appropriations per credit FTE student, but this information is based on a sample of community colleges rather than on the System. In addition, NACUBO reports a State Median statistic and a Mean of Medians statistic on the data. At this point, it is unclear as to the usefulness and generalizability of these data. Because of the uncertain nature of the national data, only state data are being reported.

Implications

The average cost per FTE for Curriculum, Basic Skills and Extension is reported separately. This breakout gives better definition to this measure. The average cost/FTE increased significantly in 1993-94. Part of this increase was a result of the state moving the June pay date for state employees and community college instructors from July 1 back to June 30, thus correcting the action that had been taken in 1991-92. This resulted in a 13-month pay period for most state workers in 1993-94. Since 1993-94 there has been a moderate but steady increase across all three areas.

Data

AVERAGE COST PER FTE FOR THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

YEAR	AVERAGE COST/FTE		
	Curriculum	Adult Basic Ed.	Extension
1993-94	$2,812	$3,212	$1,953
1994-95	$2,880	$3,308	$1,964
1995-96	$2,990	$3,326	$2,090
1996-97	$3,158	$3,609	$2,173
1997-98	$3,264	$3,558	$2,807

Source: ***Annual Financial Report, Auditing and Accounting, NC Community College System Office.***

Recommendation

A measure of System funding/FTE should be developed. Comparative data on SREB states and on the national level should be sought.

CRITICAL SUCCESS FACTOR III: ACCESS

At the core of the Community College System's mission is its open door policy. Community colleges in the words of founding father Dallas Herring "take people from where they are to where they want to be." The special mission of community colleges is to serve those who did not have opportunities to learn or who missed out on those opportunities, and to serve people who have special problems to overcome. Thus, there is an emphasis on reaching out to the underserved: dropouts, handicapped, economically or educationally disadvantaged and other groups who are not traditionally included in higher education.

There are many issues facing community colleges today, but perhaps none strike at the core of our mission as hard as does the reality of limited resources in this time of economic uncertainty. How long can the "open door" remain open when personnel, services, and facilities are strained to their limits? As the demands on community colleges continue to rise without a corresponding increase in resources, the "open door" that is the path to opportunity for so many closes just a bit more.

The state needs to raise the productivity of its citizens, and these are times in which people have a harder time being self-sufficient and raising families unless they have an education. Providing access to education, a constitutional duty of the state in North Carolina, is increasingly important to individuals and to society. A successful community college system will reach out to underserved groups.

The measures selected to indicate how well the Community College System is performing this role are:

A. Enrollment of High School Dropouts; Handicapped; Disadvantaged; Single Parents; Nontraditional High School Diploma Earners; Inmates

B. Number Served by Type Through Basic Skills Programs and Percent of Target Population Served

C. Number and Percent of Dropouts Annually Who are Served by Basic Skills Programs

D. Percent of Students Receiving Financial Aid and Amount of Aid Compared With Cost of Attendance

E. Percent of Population in Service Area Enrolled

ACCESS MEASURE A: ***Enrollment of High School Dropouts; Handicapped; Disadvantaged; Single Parents; Nontraditional High School Diploma Earners; Inmates***

Background

The degree to which education is being delivered to the groups that need additional opportunities is a direct way to measure access. A simple accounting of the numbers of students with particular characteristics and/or needs is one such indicator.

Colleges have been required to report in these categories for programs supported by the Vocational Education Act and enrollees in basic skills programs only. Data for these programs are collected because of the federal funding of those programs. The data shown here apply only to the basic skills programs and programs funded by the federal Vocational Education Act. They do not include all community college students and, therefore, are not generalizable. Definitions of the categories are given with the data.

It should be noted that before 1989–90, students could not be enrolled in basic skills programs if they already possessed a high school diploma. Therefore, the total enrollment of these programs could be considered to be high school dropouts. Since the policy change in 1989–90, enrollment numbers of dropouts in basic skills were not consistently available. In 1991–92, the appropriate data elements were added to the Extension Registration file to identify whether or not a student was a high school dropout. This information, along with information generated from the Literacy Education Information System (LEIS), allows for the reporting of dropouts enrolled in basic skills.

It should also be noted that it is not legal to require students to supply information that would categorize them (as handicapped or economically disadvantaged, etc.) though they may be requested to supply such information. Changes in the magnitude of the data from year to year might reflect the willingness or unwillingness of students to supply the information requested.

Implications

Community colleges are serving target groups in basic skills and vocational programs funded with federal dollars. However, because the data are reported only on those students who are directly benefiting from the federal funds, the data are not inclusive and therefore have uncertain value as an indicator for all community college enrollments. As it is with most student data, these data are self-reported and are subject to the willingness of students to identify themselves with a particular group, especially for economically disadvantaged and handicapped. Measure B provides more concrete evidence of the basic skills programs' service to the target groups.

Data

SYSTEM LEVEL ENROLLMENTS IN THE BASIC SKILLS PROGRAM

HIGH SCHOOL DROPOUTS	1993–94	104,125
	1994–95	(data not available)
	1995–96	107,386
	1996-97	109,581
	1997-98	111,542
HANDICAPPED	1993–94	14,649
	1994–95	15,358
	1995–96	14,217
	1996-97	13,980
	1997-98	14,985
MENTALLY RETARDED ADULTS	1993–94	7,172
	1994–95	6,970
	1995–96	6,687
	1996-97	6,591
	1997-98	6,422
PUBLIC ASSISTANCE RECIPIENTS	1993–94	11,889
	1994–95	12,841
	1995–96	11,083
	1996-97	10,841
	1997-98	9,975
HOMELESS	1993–94	2,326
	1994–95	2,227
	1995–96	1,846
	1996-97	1,585
	1997-98	1,425
INMATES	1993–94	12,763
	1994–95	10,670
	1995–96	10,866
	1996-97	12,195
	1997-98	12,835

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Definitions

HIGH SCHOOL DROPOUT—A student who leaves a school for any reason except death, before graduation or completion of a program of study, and without transferring to another school.

HANDICAPPED—Persons who are sixteen years of age and older with any type of physical or mental impairment that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning, and working. This definition includes adults who are alcohol and drug abusers, mentally retarded, hearing-impaired, deaf, speech-impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impairments, and adults with specific learning disabilities.

MENTALLY RETARDED ADULTS—Adults with documented mental retardation who may benefit from the program. These adults may not have attended public school, attended on a limited basis, or who simply need additional educational opportunities after leaving public school.

PUBLIC ASSISTANCE RECIPIENTS—Adults who receive financial assistance from Federal, State, and/or local programs, such as Aid For Dependent Children, old-age assistance, general assistance, and aid to the blind or totally disabled. Social Security recipients should not be included in this category unless they are receiving old-age assistance.

INMATES—Adults who are inmates in any prison, jail reformatory, work farm, detention center, or halfway house, community-based rehabilitation center, or any other similar Federal, State or local institution designed for the confinement or rehabilitation of criminal offenders.

Source: ***LEIS data, Planning & Research, NC Community College System Office.***

SYSTEM LEVEL ENROLLMENTS IN THE VOCATIONAL EDUCATION PROGRAM—STUDENTS ASSISTED WITH CARL PERKINS FUNDS

DISABLED	1993–94	4,208
	1994–95	4,407
	1995–96	4,626
	1996-97	4,379
	1997-98	3,813
DISADVANTAGED	1993–94	47,436
	1994–95	51,454
	1995–96	50,514
	1996-97	51,530
	1997-98	48,989
LIMITED ENGLISH PROFICIENCY	1993–94	1,841
	1994–95	1,914
	1995–96	1,769
	1996-97	1,968
	1997-98	982
CORRECTIONS	1993–94	3,970
	1994–95	1,047
	1995–96	3,464
	1996–97	3,876
	1997-98	3,665

Definitions

DISABLED—When applied to individuals, means individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.

DISADVANTAGED—Means individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance to enable them to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school.

LIMITED ENGLISH PROFICIENCY—When used with reference to individuals, means individuals—(1) Who were not born in the United States or whose native language is a language other than English; (1.b) Who came from environments where a language other than English is dominant; or (1.c) Who are American Indian and Alaskan Native students and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and (2) Who by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny those individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

CORRECTIONS (CRIMINAL OFFENDER)—Means any individual who is charged with or convicted of any criminal offense, including a youth offender or a juvenile offender.

Source: ***Annual Performance Report for the Vocational Education State Administered Program, NC Community College System Office.***

Recommendation

After collecting several years of fairly consistent data, efforts should be make to conduct more indepth analysis of these data to understand how well they measure the ability of the colleges to address the needs of the underserved. Where possible, data on the numbers of people in the target groups within the relevant population should also be shown. It may be possible to get new census data by zip code so that service areas can be analyzed. Qualitative studies (i.e., focus groups) could give a good picture of how target groups are received on campus and what factors support their success.

ACCESS MEASURE B: ***Number Served by Type Through Basic Skills Programs and Percent of Target Population Served***

Background

The underserved are especially likely to need basic skills programs. This measure is intended to show to what extent the various types of basic skills programs are providing services to the undereducated citizens who need them.

Enrollment in basic skills programs is compared to the number in the target group, defined as the 1,416,966 adult North Carolinians, aged 16 or over, who have completed less than 12 grades of schooling (for those individuals 16 to 19 there is the additional requirement that they are not enrolled in school). This definition of the target group is an underestimate of those who need basic skills programs since it does not include people who have spent years in school but whose skills do not measure up to the grade level they completed.

There exist several different reports that present basic skills data on the System. Each report is developed according to specific guidelines and therefore may report the data differently. For example, data presented in the Annual Statistical Report now give only totals for Basic Skills with no "by program" breakout. Also, the data are unduplicated using quarterly information submitted by the colleges.

The System data for basic skills enrollment have been revised and are now taken from the Literacy Education Information System (LEIS). The System data are now unduplicated across basic skills categories matching the data on individual institutions that are also unduplicated and represent the first program in which a student was enrolled during 1997-98. Colleges have both reporting systems, Extension Registration and LEIS, so they should be able to match the data presented in this report with their data. The total enrollment in basic skills for 1997-98 should be the same as the total unduplicated headcount in basic skills kept by the college on LEIS.

Implications

The basic skills data for 1997-98 show a significant increase. Following the declines in 1993–94 and 1994–95, enrollment in basic skills programs is higher than it has ever been. The data illustrate the important role that the community colleges play in serving the nontraditional student. By providing basic skills programs to such a large number of people, the community colleges are furnishing more individuals with the basic skills necessary to enter the labor market or to pursue further education.

A new category, "high school graduate," has been added to this year's table. This helps to refine goal completion for program completers.

Data

ADULT BASIC SKILLS PROGRAM ENROLLMENTS BY TYPE
(Unduplicated Across Type)

YEAR	ABE	AHSP	GED	CED	ESL	HSG	TOTAL	% TARGET POP.
1993–94	61,249	16,678	22,799	7,168	14,310		122,204	8.6
1994–95	58,634	15,621	21,632	6,950	15,025		117,862	8.3
1995–96	60,443	14,011	22,843	6,687	20,215		124,199	8.8
1996-97	62,740	13,537	22,985	6,591	24,115		129,968	9.2
1997-98	61,253	13,198	23,656	6,375	26,053	1,893	132,428	9.4

Source: ***Literacy Education Information System (LEIS), Planning and Research, NC Community College System Office.***

Definitions

ADULT BASIC EDUCATION (ABE)—A program of basic skills for adults, 16 years of age or older and out of school, who function at less than a high school level.

ADULT HIGH SCHOOL PROGRAM (AHSP)—A program of instruction offered cooperatively with local public school systems to help students earn an Adult High School Diploma.

GENERAL EDUCATIONAL DEVELOPMENT (GED)—A program of instruction designed to prepare adult students to pass the GED tests that lead to a high school diploma equivalency

COMPENSATORY EDUCATION (CED)—A program of instruction for adults who have mental retardation, the purpose of which is to provide basic and life skills necessary to attain a level of independence commensurate with their ability.

ENGLISH AS A SECOND LANGUAGE (ESL)—A program of instruction to help adults with limited or no English language proficiency.

HIGH SCHOOL GRADUATE (HSG)—Not a program but a designation for students with a high school diploma who enroll in AHS or GED programs.

Recommendation

Data on enrollments in basic skills programs should continue to be monitored. The data should be further analyzed to determir the characteristics of the students being served by basic skills to estimate the impact of these programs on the workforce.

ADULT BASIC SKILLS PROGRAM ENROLLMENTS BY TYPE, 1997-98

INSTITUTION	FTE	1990 TARGET POP.	LEIS UNDUPLICATED HEADCOUNT							% OF POP. SERVED
			ABE	AHS	CED	ESL	GED	HSG	TOTAL	
<1,000										
Pamlico CC	201	2,861	107	*	43	26	41	0	217	7.58%
Montgomery CC	692	7,445	280	*	26	134	87	1	528	7.09%
Bladen CC	779	8,654	188	39	33	136	174	0	570	6.59%
Roanoke-Chowan CC	866	12,873	661	*	40	0	60	0	761	5.91%
Mayland CC	879	13,255	566	*	73	170	181	0	990	7.47%
Tri-County CC	893	10,165	263	*	61	21	81	0	426	4.19%
Martin CC	919	12,346	937	75	76	134	79	1	1,302	10.55%
Brunswick CC	971	11,582	287	19	120	36	219	0	681	5.88%
1,000-1,999										
James Sprunt CC	1,086	12,239	591	23	70	360	102	9	1,155	9.44%
Anson CC	1,135	15,732	794	162	35	141	277	80	1,489	9.46%
McDowell TCC	1,268	10,818	333	*	139	147	192	16	827	7.64%
Sampson CC	1,352	12,725	772	*	128	291	134	0	1,325	10.41%
Carteret CC	1,392	9,618	223	203	106	56	325	1	914	9.50%
Piedmont CC	1,398	15,027	999	*	88	46	142	67	1,342	8.93%
Isothermal CC	1,530	20,498	1,089	236	144	166	196	148	1,979	9.65%
Mitchell CC	1,535	23,014	1,108	*	59	395	338	408	2,308	10.03%
Halifax CC	1,548	23,882	1,365	*	31	20	201	0	1,617	6.77%
Haywood CC	1,601	11,463	620	*	82	59	272	30	1,063	9.27%
Blue Ridge CC	1,607	18,350	531	227	151	287	700	0	1,896	10.33%
Beaufort County CC	1,638	14,670	585	*	124	303	213	0	1,225	8.35%
Randolph CC	1,664	29,749	824	294	90	504	63	97	1,872	6.29%
Richmond CC	1,664	21,587	2,235	124	62	216	388	204	3,229	14.96%
Wilson TCC	1,667	17,230	1,012	144	62	233	315	1	1,767	10.26%
Stanly CC	1,694	23,135	878	452	90	205	211	0	1,836	7.94%
Rockingham CC	1,810	25,574	941	*	55	70	415	152	1,633	6.39%
Nash CC	1,831	19,155	1,017	125	49	147	222	28	1,588	8.29%
Edgecombe CC	1,848	16,212	657	282	60	211	1,053	1	2,264	13.96%
Cleveland CC	1,852	22,089	604	509	86	67	126	1	1,393	6.31%
Southwestern CC	1,894	15,080	1,096	107	64	44	110	3	1,424	9.44%
College of the Albemarle	1,932	23,648	1,200	326	82	80	548	17	2,253	9.53%
2,000-2,999										
Southeastern CC	2,030	13,992	907	297	78	26	308	0	1,616	11.55%
Craven CC	2,173	13,372	202	381	54	166	643	30	1,476	11.04%
Robeson CC	2,213	29,797	1,454	528	82	164	183	0	2,411	8.09%
Wilkes CC	2,270	30,935	746	296	134	342	198	0	1,716	5.55%
Lenoir CC	2,274	22,346	1,800	281	114	226	612	22	3,055	13.67%
Western Piedmont CC	2,290	22,709	1,749	197	209	186	764	13	3,118	13.73%
Davidson County CC	2,444	39,621	1,229	548	91	434	354	18	2,674	6.75%
Johnston CC	2,636	20,801	531	643	84	459	266	0	1,983	9.53%
Alamance CC	2,690	25,269	575	425	297	758	867	167	3,089	12.22%
Surry CC	2,694	28,521	872	*	134	288	570	8	1,872	6.56%
Caldwell CC & TI	2,720	28,772	1,396	185	94	199	599	5	2,478	8.61%
Sandhills CC	2,770	18,119	823	*	82	399	855	5	2,164	11.94%
Vance-Granville CC	2,870	35,236	1,402	144	121	314	880	33	2,894	8.21%
Wayne CC	2,938	20,911	1,057	388	87	449	484	0	2,465	11.79%
3,000-4,999										
Catawba Valley CC	3,115	37,155	1,199	*	116	1,290	592	33	3,230	8.69%
Rowan Cabarrus CC	3,211	50,922	1,373	257	158	551	226	1	2,566	5.04%
Gaston College	3,323	63,143	2,703	256	50	10	197	2	3,218	5.10%
Durham TCC	3,439	37,648	685	428	155	1,643	283	0	3,194	8.48%
Asheville-Buncombe TCC	3,669	38,873	1,838	7	176	509	682	7	3,219	8.28%
Coastal Carolina CC	3,682	15,045	1,268	241	42	211	924	0	2,686	17.85%
Central Carolina CC	3,803	33,532	1,097	623	188	1,503	819	1	4,231	12.62%
Pitt CC	3,905	19,804	1,094	55	120	337	930	161	2,697	13.62%
Cape Fear CC	3,914	26,376	608	494	124	508	307	0	2,041	7.74%
Forsyth TCC	4,217	53,216	2,406	449	207	1,940	45	0	5,047	9.48%
>4,999										
Guilford TCC	5,997	60,326	1,847	537	178	1,070	563	7	4,202	6.97%
Wake TCC	6,848	45,581	1,979	324	285	3,175	1,792	0	7,555	16.57%
Fayetteville TCC	8,314	34,431	3,121	442	242	1,049	382	112	5,348	15.53%
Central Piedmont CC	9,743	69,835	2,529	1,425	344	3,142	866	3	8,309	11.90%
System Totals	**143,338**	**1,416,966**	**61,253**	**13,198**	**6,375**	**26,053**	**23,656**	**1,893**	**132,428**	**9.35%**

*Does not offer AHSD program.

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ACCESS MEASURE C: ***Number and Percent of Dropouts Annually Who are Served by Basic Skills Programs***

Background

New and emerging technologies in the workplace have reshaped the concept of basic skills. Basic skills are no longer limited to fundamental reading, writing, and computational skills. Today's workers need to possess communication skills, problem solving skills, and critical thinking skills. It is estimated that the educational demands of today's jobs will require a minimum of 13 years of education.

Whereas twenty years ago high school dropouts could find employment in many areas of industry, the changing technology of today's workplace has eliminated many of these low-skilled occupations. High school dropouts are finding that all but the most menial of jobs are beyond their reach. As technology increases, the jobs available for high school dropouts decreases. As more dropouts find themselves closed out of the job market, more will become dependent on public assistance or will become involved in crime.

The community colleges serve as a safety net for many students. Today's high school dropout has the opportunity to pursue education and job training by enrolling in a community college. By providing an "open door," the community colleges are giving students who have not been successful in the traditional education track a second chance.

Prior to 1991-92 data were not available at the System level to determine the success of the colleges in enrolling recent high school dropouts. Data existed that documented the number of high school dropouts that were being served, but the data did not allow a determination of when students dropped out of high school. In 1991-92, however, changes were made in the Curriculum Registration and Extension Registration data files to include the last year of high school attended.

Implication

Though the data indicate that colleges are enrolling a significant number of recent high school dropouts, it is not currently possible to determine the percentage of high school dropouts being served. Complete data are not available on the number of high school students who left high school without completing. The number of students who dropped out is available; however, the number of students who transferred to a community college is not. In addition, the timeframe used to generate the System report and the report from the Department of Public Instruction is not the same causing the reports to be incompatible.

The data for 1997-98 demonstrate the important "second chance" role that community colleges play for many youths in North Carolina. By providing students who have been unsuccessful, for whatever reasons, in traditional secondary schools with another

opportunity to gain the skills they need to enter the workforce or pursue additional education, North Carolina's community colleges are helping ensure the economic viability of the state.

Data

NUMBER OF RECENT HIGH SCHOOL DROPOUTS WHO ENROLLED IN A BASIC SKILLS PROGRAM

YEAR DROPPED OUT OF HIGH SCHOOL	YEAR ENROLLED IN A COMMUNITY COLLEGE	NUMBER ENROLLED
1/1/93—6/30/94	1993–94	12,502
1/1/94—6/30/95	1994–95	(data not available)
1/1/95—6/30/96	1995–96	11,766
1/1/96—6/30/97	1996–97	15,553
1/1/97—6/30/98	1997–98	20,620

Source: ***Statistical Service Section, Information Services, NC Community College System Office.***

Recommendation

The data present a limited measure of the success of the community colleges in serving as a safety net for recent high school dropouts. This measure should be further refined. In particular, data need to be collected on the number of students who left high school without completing, whether by dropping out or transferring to a community college, for each year. Furthermore, the timeframe for the System report should be modified to match Department of Public Instruction's report dates. This data will enable the calculation of the percentage of high school dropouts served by basic skills programs. In addition, data need to be collected on this measure for several years to determine any improvements in the number of high school dropouts being served.

NUMBER OF HIGH SCHOOL DROPOUTS DURING 1997-98 WHO ENROLLED
IN BASIC SKILLS PROGRAM AT A COMMUNITY COLLEGE DURING 1997-98

INSTITUTION	FTE	# ENROLLED
< 1,000		
Pamlico CC	201	32
Montgomery CC	692	41
Bladen CC	779	51
Roanoke-Chowan CC	866	133
Mayland CC	879	160
Tri-County CC	893	69
Martin CC	919	267
Brunswick CC	971	145
1,000 - 1,999		
James Sprunt CC	1,086	144
Anson CC	1,135	267
McDowell TCC	1,268	72
Sampson CC	1,352	275
Carteret CC	1,392	221
Piedmont CC	1,398	216
Isothermal CC	1,530	287
Mitchell CC	1,535	266
Halifax CC	1,548	203
Haywood CC	1,601	165
Blue Ridge CC	1,607	540
Beaufort County CC	1,638	102
Randolph CC	1,664	342
Richmond CC	1,664	596
Wilson TCC	1,667	360
Stanly CC	1,694	416
Rockingham CC	1,810	224
Nash CC	1,831	240
Edgecombe CC	1,848	259
Cleveland CC	1,852	505
Southwestern CC	1,894	518
College of the Albemarle	1,932	270
2,000 - 2,999		
Southeastern CC	2,030	364
Craven CC	2,173	333
Robeson CC	2,213	389
Wilkes CC	2,270	276
Lenoir CC	2,274	410
Western Piedmont CC	2,290	489
Davidson County CC	2,444	385
Johnston CC	2,636	293
Alamance CC	2,690	502
Surry CC	2,694	284
Caldwell CC & TI	2,720	300
Sandhills CC	2,770	281
Vance-Granville CC	2,870	863
Wayne CC	2,938	187
3,000 - 4,999		
Catawba Valley CC	3,115	273
Rowan Cabarrus CC	3,211	346
Gaston College	3,323	547
Durham TCC	3,439	331
Asheville-Buncombe TCC	3,669	584
Coastal Carolina CC	3,682	397
Central Carolina CC	3,803	895
Pitt CC	3,905	561
Cape Fear CC	3,914	575
Forsyth TCC	4,217	377
> 4,999		
Guilford TCC	5,997	578
Wake TCC	6,848	375
Fayetteville TCC	8,314	841
Central Piedmont CC	9,743	1198
System Total	143,338	20,620

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ACCESS MEASURE D: Percent of Students Receiving Financial Aid and Amount of Aid Compared with Cost of Attendance

Background

Financial need is a major barrier to participation in higher education. A student not only has to pay the cost of tuition, fees, books, transportation and perhaps child care, but also has to give up time that could be spent working to earn money. Without help, many students, particularly those with family responsibilities, cannot stay in school. The intent of this measure is to show how far financial aid goes in helping to overcome this barrier for the most needy people in the state.

In calculating the percentage of students receiving financial aid, only curriculum students were examined since continuing education students and basic skills students are not eligible for the types of financial aid for which data are available. Further, special credit students, co-op students, and dual enrollment students were omitted from the analysis since they also are not eligible for the types of financial aid for which data are available.

Implications

The data show that the numbers of students receiving some aid decreased during 1997-98. At the same time there was a decline in the number of curriculum students overall. The data confirm that a larger percentage of curriculum students received some financial aid. It should be noted that although the number of students receiving aid decreased, the average dollar value of their aid package increased. State and private sector scholarship funds remain a priority of the State Board of Community Colleges and have been increased. The data do not show the percentage of students in need who did not receive aid nor whether the amount of aid received was adequate.

Data

PERCENT OF NORTH CAROLINA COMMUNITY COLLEGE STUDENTS RECEIVING FINANCIAL AID *

YEAR	NUMBER OF CURRICULUM STUDENTS RECEIVING FINANCIAL AID	PERCENT OF CURRICULUM STUDENTS RECEIVING FINANCIAL AID	AVERAGE DOLLAR VALUE
1993-94	66,222	39.5	985.37
1994-95	74,038	43.5	984.55
1995-96	72,616	42.6	1,009.51
1996-97	79,481	48.3	966.71
1997-98	77,301	51.6	1,228.86

*Financial aid includes college work study, Pell grants, loans, scholarships, grants, awards, nursing awards and loans provided.

Source: ***Statistical Abstract of Higher Education in North Carolina, UNC General Administration.***

Recommendation

Additional refinements in this measure should include a comparison of the percent of students receiving aid to the percent of students who are economically disadvantaged, a differentiation between loans and grants, and the development of a way to say something about the amount of aid students are receiving compared to the cost of attendance. A study should be undertaken to determine the impact of tuition increases on traditionally underserved students.

Since the System has converted to the semester system (as of fall 1997), the impact of converting to a "two-time" tuition payment from a "three-time" tuition payment should be carefully studied as it relates to enrollment and the need for financial aid.

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ACCESS MEASURE E: Percent of Population in Service Area Enrolled

Background

The open door policy of the Community College System was established to ensure educational opportunities for all adults in North Carolina. The wide range of educational programs offered and the geographic distribution of the colleges across the state should provide for maximum accessibility by the adult population. Currently, every North Carolinian is within 30 miles of a community college, center or campus.

One measure of the extent to which the System is addressing the educational needs of the state is the percentage of the population in the service area enrolled. This measure reflects the accessibility of the programs, and to some degree the appropriateness of the programs. This measure does not, however, provide information on specific target groups being served. At any given college, other limitations may come into play. For example, colleges that have not been able to build new facilities or arrange suitable sharing or lease agreements cannot start classes for which there may be a strong community demand. Indeed, many colleges report that they are utilizing all available space on their campus and are still not able to meet student demands for classes.

Implications

Enrollment data for each college (a total of both curriculum and extension headcount) were compared with the adult population of the service area. The percentages served by each college were then averaged to produce a result that can be thought of as the percentage of the adult population of the service area enrolled in the typical community college. For colleges that share service areas, the percentages that each college served were generated by comparing the enrollment data for each college with the total adult population of each college's service area and the shared service area. Since the Community College System traditionally enrolls adults, only the population of the service area 18 years old or older was included in the analysis.

The percentage of the adult population in the service area served by the Community College System decreased in 1997-98 to a five-year low. Enrollment trends should be watched over the next several years.

Data

PERCENT OF ADULT POPULATION IN SERVICE AREA ENROLLED PER COLLEGE (STATE AVERAGE)

YEAR	% OF SERVICE AREA POPULATION ENROLLED (SYSTEM AVE. PER COLLEGE)
1993–94	13.9
1994–95	14.1
1995–96	14.0
1996-97	14.1
1997-98	12.6

Source: ***Information Services, NC Community College System Office.***

Recommendation

Efforts should be made to determine the extent to which the economy, reversions, budget reductions and tuition increases have affected enrollment by various target groups. With the conversion to the semester system, enrollments should be carefully monitored by "subgroups" to determine any negative effect that conversion may have on enrollments.

PERCENT OF ADULT POPULATION IN SERVICE AREA ENROLLED, 1997-98

INSTITUTION	FTE	% OF POP.
< 1,000		
Pamlico CC	201	13.70
Montgomery CC	692	17.04
Bladen CC	779	18.32
Roanoke-Chowan CC	866	9.83
Mayland CC	879	13.54
Tri-County CC	893	15.99
Martin CC	919	19.01
Brunswick CC	971	12.68
1,000 - 1,999		
James Sprunt CC	1,086	15.89
Anson CC	1,135	6.60
McDowell TCC	1,268	21.38
Sampson CC	1,352	16.19
Carteret CC	1,392	13.42
Piedmont CC	1,398	14.84
Isothermal CC	1,530	16.06
Mitchell CC	1,535	79.85
Halifax CC	1,548	15.21
Haywood CC	1,601	14.96
Blue Ridge CC	1,607	13.96
Beaufort County CC	1,638	15.00
Randolph CC	1,664	10.91
Richmond CC	1,664	12.94
Wilson TCC	1,667	20.70
Stanly CC	1,694	7.55
Rockingham CC	1,810	14.48
Nash CC	1,831	15.78
Edgecombe CC	1,848	18.41
Cleveland CC	1,852	11.57
Southwestern CC	1,894	14.80
College of the Albemarle	1,932	9.39
2,000 - 2,999		
Southeastern CC	2,030	21.43
Craven CC	2,173	17.79
Robeson CC	2,213	14.46
Wilkes CC	2,270	14.47
Lenoir CC	2,274	17.01
Western Piedmont CC	2,290	20.45
Davidson County CC	2,444	12.18
Johnston CC	2,636	17.21
Alamance CC	2,690	15.93
Surry CC	2,694	15.38
Caldwell CC & TI	2,720	13.43
Sandhills CC	2,770	16.99
Vance-Granville CC	2,870	13.33
Wayne CC	2,938	14.77
3,000 - 4,999		
Catawba Valley CC	3,115	15.60
Rowan Cabarrus CC	3,211	9.39
Gaston College	3,323	10.35
Durham TCC	3,439	7.55
Asheville-Buncombe TCC	3,669	11.90
Coastal Carolina CC	3,682	19.27
Central Carolina CC	3,803	13.00
Pitt CC	3,905	17.60
Cape Fear CC	3,914	15.18
Forsyth TCC	4,217	10.71
> 4,999		
Guilford TCC	5,997	11.75
Wake TCC	6,848	9.85
Fayetteville TCC	8,314	18.59
Central Piedmont CC	9,743	11.84
System Total	143,338	12.60

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CRITICAL SUCCESS FACTOR IV: EDUCATION CONTINUUM

The state's public schools, community colleges and universities are increasingly interdependent. Each part of the continuum has a function that is both vital to the education of North Carolinians and to the efficient and effective functioning of the others. To the extent that the sectors of education work together, each will be improved, and the people will benefit. Effective community college partnerships with the public schools are necessary to accomplish two major objectives:

1. To provide a safety net for youth who drop out of school before they complete a high school education, and
2. To provide post high school education for students interested in technical or vocational studies or the first two years of a baccalaureate program.

Partnerships with the University System and other four-year institutions include working to provide a smooth transition for students who attend community colleges and wish to continue to study at the upper division, as well as to secure well-prepared instructional, administrative and other professional staff.

These linkages are critical for the well-being of students. Student progress is greatly enhanced if the adults who are responsible for preparing them and helping them make the transitions cooperate in their best interests. Community colleges have taken the lead in encouraging cooperative programs with high schools under the Huskins Bill and in "tech-prep" programs. Community colleges are also working to prepare students well for entry into university programs and to secure the cooperation of the University System in making that transition as smooth as possible.

The measures selected to indicate the successes of the partnerships are:

A. Number and Percent of Recent High School Graduates Enrolled in Community College Programs

B. Number of and Enrollment in Cooperative Agreements with High Schools

C. Percent of Tech Prep Students Enrolling in a Community College

D. Number and Percent of Students in the UNC System Who Attended a Community College

EDUCATION CONTINUUM MEASURE A: — ***Number and Percent of Recent High School Graduates Enrolled in Community College Programs***

Background

This measure is intended to show how successful community colleges are in attracting recent high school graduates into programs that will provide them with additional skills and enable them to be more productive citizens. In previous years it has not been possible to determine the year students enrolling in the community college graduated from high school. The Curriculum Registration file and the Extension Registration file were both modified in 1991-92 to include a data element for last year of high school attendance.

The table that follows has been revised for all years shown to reflect the availability of the data element for last year of high school attendance. The data being used show the number of students with 12 years of education (not dropouts) who graduated the previous program year and who enrolled in a community college. This measure now includes only the most recent year's graduates.

The data also show high school graduates in a given year and the number of seniors who said in a survey at the end of their senior year that they intended to go to a community college the following fall.

Implications

The data show that the percent of high school seniors expressing an intent to attend a community college rose slightly from 30.3 in 1996-97 to 30.8 in 1997-98. Last year the percent of recent high school graduates who actually attended a community college was 34.1. In 1997-98 the percent of recent high school graduates who enrolled in a community college reached a new high of 37.4 percent.

Data

ENROLLMENT OF RECENT HIGH SCHOOL GRADUATES AND HIGH SCHOOL SENIOR INTENT TO ENROLL IN COMMUNITY COLLEGES

YEAR	RECENT H.S. GRADUATES ENROLLED IN C.C.	NUMBER OF H.S. GRADUATES	# AND % OF SENIORS WITH C.C. INTENT	
			#	%
1993-94	19,047	57,495	18,049	31.4
1994-95	18,085	59,272	18,330	30.9
1995-96	19,704	56,770	17,206	30.3
1996-97	19,748	57,886	17,512	30.3
1997-98	22,080	59,049	18,184	30.8

Source: Information Services, NC Community College System Office.
NC Public Schools Statistical Profile, NC Dept. of Public Instruction.

Recommendation

The tracking of students from high school to postsecondary education or the workforce needs to be extended. A project involving the State Occupational Coordinating Committee (SOICC) developed a Common Follow-Up System that allows education agencies in North Carolina to match their data files with the Employment Security Commission Unemployment Insurance files as well as the data files from other educational and worker training programs in the state. This system allows a determination of the path taken by recent high school graduates in either education or employment.

EDUCATION CONTINUUM MEASURE B: ***Number of and Enrollment in Cooperative Agreements with High Schools***

Background

Agreements between high schools and community colleges enable students to get credit at the community college for work completed during high school instead of repeating it for a college grade. They also enable high school students to take advantage of courses that are not available at their high school. Effective articulation requires coordination of curricula, schedules and other joint initiatives by school and college personnel. These efforts often encounter barriers of historical conflicts, turf protection and simply inadequate time for the necessary work to be undertaken.

There are a number of ways schools and colleges can work together to achieve joint goals, but state-level approval is required if the college sets up classes specifically for the high school students, or if there is credit given. These approved agreements are the subjects of the data.

Implications

The number of colleges with cooperative agreements increased in 1997-98; however, the number of agreements remained constant The increase in the last three years over the previous two demonstrates the increased cooperation between the public schools and community colleges. Over 89 percent of the community colleges currently have agreements with one or more public schools in their area. More information is needed on the types of agreements and the end result of these agreements for students.

Currently efforts are underway to reexamine the Huskins Bill courses offered by colleges. These data should be observed carefully over the next several years for changes that occur as the result of modifications to the rules governing these courses.

Data

NUMBER OF COOPERATIVE AGREEMENTS WITH HIGH SCHOOLS

YEAR	NUMBER OF COLLEGES	NUMBER OF AGREEMENTS
1993-94	34	70
1994-95	33	69
1995-96	47	105
1996-97	46	104
1997-98	52	104

Source: Academic and Student Services, NC Community College System Office.

Tech Prep

The Tech Prep program is a cooperative venture between the Community College System and the public schools. In this program, students complete a prescribed course of study during high school and then matriculate into the appropriate field at the community college. The number of Tech Prep programs has remained the same over the past three years. The data demonstrate the extent to which Tech Prep programs are involving students.

NUMBER OF PUBLIC SCHOOL DISTRICTS INVOLVED IN COLLEGE TECH PREP

YEAR	NUMBER OF PROGRAMS	NUMBER ENROLLED
1993-94	114	60,238
1994-95	114	80,531
1995-96	117	76,104
1996-97	117	84,176
1997-98	117	91,808

Source: ***Workforce Development Services Section, NC Community College System Office.***

Recommendation

The joint use of facilities is a common practice that should be the subject of a study. The barriers to cooperation should be further examined. Data should be collected on the outcomes of Huskins Bill programs and Tech Prep. It is critical that a tracking system be implemented to assess the number of students matriculating from high school Tech Prep programs to community colleges. Outcome measures that demonstrate the effectiveness of Tech Prep programs should be developed and the results reported annually.

EDUCATION CONTINUUM MEASURE C: ***Percent of Tech Prep Students Enrolling in a Community College***

Background

The Tech Prep programs were established as cooperative programs between North Carolina high schools and community colleges to provide a continuum of learning experiences for students involved in these programs. Through joint planning, the public schools and community colleges participating in the program have developed a sequence of courses beginning in 9th grade and culminating at the community college that will prepare students academically for Associate Degrees in specific fields of study. The programs include academic as well as technical courses.

The concept behind Tech Prep is to provide the traditionally non-college (four-year college) bound student with an alternative that will prepare them for a career path. Students completing the Tech Prep program and entering the community college should be better prepared than students who simply pass through a general education sequence in the public schools. The Tech Prep students should require less remediation and should be able to progress through a community college program at a quicker pace.

As the number of students completing the high school component increases, it becomes important for data to be collected on the number that matriculate to a community college. A Tech Prep task force has developed accountability measures for this program. The following data show the number of community colleges receiving tech prep grant money and the number of students enrolled. The latter being the first of the task force's measures. Other measures will be incorporated into future critical success factors reports.

Implication

Presently 83 percent of the community colleges receive Tech Prep grant money. The number of students served increased from 61 to 70 percent between 1994-95 and 1995-96, and between 1995-96 and 1996-97. However, in 1997-98 there was a 28% decrease in the number of students served. No trend can be established without additional years of data collection, level funding or full funding of all 58 colleges.

Data

NUMBER OF COMMUNITY COLLEGES RECEIVING TECH PREP GRANT MONEY

YEAR	NUMBER OF PROGRAMS	NUMBER ENROLLED
1994-95	33	873
1995-96	34	1,403
1996-97	45	2,388
1997-98	48	1,711

Recommendation

As data are collected for additional measures, this information should be reported in the critical success factors report for the System and for individual colleges.

EDUCATION CONTINUUM MEASURE D: — ***Number and Percent of Students in the UNC System Who Attended a Community College***

Background

The transfer program has been an important part of the community college mission from its beginning, even though the numbers of students involved are relatively small. This measure indicates how many students are transferring and what percentage of the UNC System's students was once community college students.

For some UNC System institutions, transfers are a significant percentage of enrollments (as at UNC-Charlotte). For others, they are a negligible number. While there are many factors involved, it is important that the university and community colleges work together to make transfer possible by ensuring that curricula are complementary, that students know what they will need to transfer and that students are assisted by the receiving institution in complying with its rules.

The data understate the transfer picture since they do not include students who may have transferred to a university during the spring semester; the data only show those transfers that occurred in the summer or fall semester. It is not now possible to show how the transfer rates of community college graduates compare with non-graduates.

Community colleges can serve as a way to increase the numbers of citizens who eventually attain a baccalaureate or graduate degree by providing a transition point that may be more comfortable, affordable or better suited to the needs of many students. In this way, they also can provide educational opportunities for groups such as minorities who have been underserved in the past.

Implications

Community colleges are an untapped resource for North Carolina universities. They also represent a viable way that students are getting the first two years of baccalaureate education in a setting that is more affordable to themselves and to the state. The numbers of transfers are rising, in line with the resolution of the Joint Boards of Education adopted in March 1989 that set a goal of a seven percent per year increase.

Data

TRANSFERS FROM COMMUNITY COLLEGES TO THE UNC SYSTEM

YEAR	NUMBER	PERCENT CHANGE	PERCENT OF ALL TRANSFERS
1993	4,274	6.3	41.3
1994	4,249	-0.6	40.9
1995	4,028	-5.2	40.7
1996	4,050	0.5	41.4
1997	4,222	4.2	42.2

Source: ***Statistical Abstract of Higher Education in North Carolina, UNC General Administration.***

Recommendation

The North Carolina Community College System and the UNC System have implemented a statewide comprehensive articulation agreement to facilitate transfer of credit between the Community College System and the University System. A Transfer Student Performance System is being developed that will provide better data to the Community College System on the number of transfers and the performance of transfers once they have entered the University System. These data should be carefully monitored in the future.

CRITICAL SUCCESS FACTOR V: WORKFORCE DEVELOPMENT

Supporting North Carolina's economic development has been an important part of the mission of the Community College System since its beginning. The System is a major tool for providing the state's citizens with the education and skills they need to be productive in the workforce. The System's institutions have traditionally worked closely with the businesses in their areas to insure that the programs offered by the college prepare citizens to take the jobs that are available. They have also provided citizens with the skills to be self-employed.

North Carolina originated customized training programs for new industries that agreed to come into the state, and its approach has been copied widely. This program remains a strong part of the state's economic development arsenal, along with other categorically funded programs for existing industries and small business.

Along with these specialized programs, the System's ability to stay current with the job market protects the state from skill shortages and protects its citizens from finding their skills outdated by changing technology and market forces. Measures of the success of the System in staying on the cutting edge are difficult to determine but important.

Renewed emphasis has been placed on the role of North Carolina community colleges in workforce development by the State Board of Community Colleges. The 1999-2001 Strategic Plan established a new mission statement for the System and a new set of System goals have been adopted by the State Board of Community Colleges which emphasize education, training and retraining for the workforce, including basic skills/literacy, occupational and pre-baccalaureate programs.

The measures that have been identified for the success of the System in its economic development role are:

A. Number of Employers and Trainees Served by: New and Expanding Industry, Focused Industrial Training, Small Business Centers, Apprenticeship Programs

B. Number of Workplace Basic Skills Sites and Number of Students Being Served

C. Employer Satisfaction With Graduates

D. Employment Status of Graduates

WORKFORCE DEVELOPMENT MEASURE A: ***Number of Employers and Trainees Served by: New and Expanding Industry, Focused Industrial Training, Small Business Centers, Apprenticeship Programs***

Background

The programs that are examined by this measure are the categorical programs created specifically to address employer needs. They are very popular, partly due to the responsive and flexible way in which they allow the colleges to respond when specialized needs are identified.

North Carolina's New and Expanding Industry training program provides the customized training that has been a major part of the state's economic development strategy, and the Focused Industrial Training Program (FIT) has added similar services for existing businesses.

Small Business Centers were created to train entrepreneurs and existing small business owners. These programs provide workshops and seminars for their clients and resource and referral services.

North Carolina has not had a history of strong apprenticeship programs. The community colleges have mainly supported apprenticeship by providing related instruction in areas where enough apprentices are enrolled to form a class.

Implications

New and Expanding Industry continues to serve a large number of trainees and a significant number of employers in any given year. FIT is a newer program. The years that show marked increases in FIT enrollees are years in which new FIT centers were funded. Both programs continue to reach substantial numbers of employers and employees with training services. The Small Business Center program also continues to reach a large number of people with the range of services indicated.

It should be noted that the New and Expanding Industry program, the Focused Industrial Training program, and the Small Business Centers were never intended to be "numbers driven." These programs were designed to provide specialized services and, as such, fluctuations in numbers from year to year reflect changes in need rather than demand. Further, in the case of FIT, some programs have been so successful that they have been developed into occupational extension programs to serve a wider clientele.

Data

NEW & EXPANDING INDUSTRY TRAINEES & PROJECTS

YEAR	TRAINEES	PROJECTS
1993-94	19,888	183
1994-95	18,805	192
1995-96	27,505	183
1996-97	25,076	184
1997-98	22,985	201

Source: Annual Report of Training Projects for New & Expanding Industries, Economic Development, NC Community College System Office.

FOCUSED INDUSTRIAL TRAINING: TRAINEES & INDUSTRIES SERVED*

YEAR	TRAINEES	INDUSTRIES
1993-94	10,525	985
1994-95	9,453	752
1995-96	9,898	750
1996-97	8,943	711
1997-98	8,939	576

* Includes the apprenticeship program.

Source: Economic Development, NC Community College System Office.

SMALL BUSINESS CLIENTS SERVED

YEAR	# OF CENTERS	PARTICIPANTS	COUNSEL	REFERRAL	EXT./CURR. COURSE PARTICIPANT
1993-94	53	38,582	10,671	3,479	11,355
1994-95	58	48,508	15,863	4,647	11,663
1995-96	58	42,905	13,967	5,324	14,932
1996-97	58	41,408	10,679	5,353	20,416
1997-98	58	47,696	12,081	6,815	24,707

Source: ***Small Business Progress Report, Economic Development, NC Community College System Office.***

Recommendation

These data do not indicate the quality or cost effectiveness of the training being provided by the programs involved. Ways to show those elements should be developed and/or provided through regular evaluation of the programs. Emphasis should be given to the development of outcome measures for the programs. An ongoing assessment of these programs, as well as all other programs offered by the community colleges, should be implemented.

Currently efforts are underway to develop outcome measures for FIT, New and Expanding Industry, and the Small Business Centers. Notably, a measure of small businesses that receive services and remain in business for two years is being developed. These data will be reported as they become available.

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WORKFORCE DEVELOPMENT MEASURE B: ***Number of Workplace Basic Skills Sites and Number of Students Being Served***

Background

According to a June 26, 1990 report prepared for The Governor's Commission on Workforce Preparedness, the proportion of workforce participants in North Carolina with at least a high school diploma is only 60 percent. The large number of adults currently in the workforce without a high school diploma represents a major obstacle for the future economic development of the state. Whereas the old technology of industry could absorb those individuals lacking a high school diploma, the technology of today's industries cannot. It is estimated that in 1990, 35 percent of all jobs in the nation were unskilled. By the year 2000 only 15 percent of the jobs will be unskilled. Clearly there is a great need to upgrade the skills of today's unskilled workers.

Workers of today must possess basic skills that are far different from those basic skills of yesterday. Besides communication skills and basic mathematical skills, today's worker must be able to think critically, work effectively in teams, and apply problem-solving skills. The key to the future economic well being of the state is an appropriately educated workforce.

A major barrier that exists for many workers in need of basic skills and basic skills training is the availability and accessibility of the training. These individuals are often under financial and other pressures that prevent them from pursuing basic skills classes at the community college. To meet the needs of these workers, workplace basic skills sites are being established across the state. A cooperative venture between the community colleges and the local industries, this program establishes basic skills classes at the industry site and tailors program content to complement workplace needs. The idea behind the program is that if classes are more accessible, more workers will participate, and if the content is more relevant to workplace needs, more workers will complete the program.

Implications

Data on the number of workplace basic skills sites and on the number of students being served by these programs indicate the program's success. After a high in 1994-95, the number of workplace basic skills sites declined. However, the 1997-98 data show that the number of sites may be leveling off. Random fluctuations in the number of sites may be caused by site availability. The number of students enrolled reached a five-year high in 1996-97 but declined by 5 percent in 1997-98. The data will be carefully tracked to determine if any trend is occurring.

With the implementation of the Literacy Education Information System, data are available to determine the success of students participating in the workplace basic skills site programs as compared with students in traditional basic skills programs.

Data

NUMBER OF WORKPLACE BASIC SKILLS SITES AND NUMBER OF STUDENTS BEING SERVED

YEAR	NUMBER OF SITES	STUDENTS ENROLLED
1993-94	400	10,222
1994-95	445	10,395
1995-96	389	10,190
1996-97	314	11,099
1997-98	316	10,530

Source: Federal Annual Literacy Report, NC Community College System Office.

Recommendation

Data should continue to be collected on this measure. An analysis of the success of students participating in the workplace basic skills program should be conducted. This analysis should not only determine the success of the students in the program, but should also examine factors related to the structure of the program at different industries and the effect those factors have on the success of the students. Further, some cost analysis on the workplace basic skills program compared to other basic skills programs may provide useful information.

WORKFORCE DEVELOPMENT MEASURE C: ***Employer Satisfaction With Graduates***

Background

Employer satisfaction with community college students is a critical test of all programs. A 1991 survey of North Carolina employers conducted for the Governor's Commission on Workforce Preparedness revealed that 72.4 percent of employers are satisfied, overall, with the preparation community college students are getting. This compared with only 29 percent expressing satisfaction with public schools. While such data are encouraging, nevertheless they do not reflect the performance of specific graduates nor do they provide insight on the nature of weaknesses which are encountered.

Individual institutions in the System conduct employer surveys as part of their planning process and/or program review process, but there is no systematic coordination of the effort. Such data were collected at one time through a state sponsored survey of employers, but they are no longer collected. The survey results were generally very favorable.

The North Carolina Community College System Office working with the North Carolina State Occupational Information Coordinating Committee (NC SOICC) developed an interagency follow-up system that tracks the education and training histories, placement, employment and wages of former participants in the state's education and training programs. The system, similar to one that has been established in Florida and several other states, utilizes information from the Unemployment Insurance database maintained by the Employment Security Commission. Under this system, student records from the community colleges are matched with the Unemployment Insurance records revealing which students are employed, the names and addresses of their employers, and their quarterly wages. The data base does not include the position or job type of former students.

A second step would be to use the information on employers generated by the Unemployment Insurance database to survey employers. The survey would be designed to gather information on the position or job type of former students and on employer satisfaction.

The first phase of this project has been completed. Student records have successfully been matched with information in the Unemployment Insurance files. Efforts will continue to focus on the further development of this tracking system and the assessment of employer satisfaction.

Beginning in 1994-95, all colleges are required to review all curriculum programs annually using a State Board of Community Colleges adopted Annual Program Review (APR) model. One measure contained in the APR is employer satisfaction. Until a common follow-up system is developed to report employer satisfaction, data extracted from the colleges' Annual Program Review will be aggregated at the college level, allowing for an overall employer satisfaction measure for the college and the System.

Implications

Limited data on employer satisfaction were available for students who completed a community college program prior to 1995-96. Presently, three years of data are available as a result of employers responding to surveys administered by the colleges that asked employers to rate their satisfaction with former community college students. For 1997-98, the data showed that 99.0 percent of the employers rated their level of satisfaction with community college completers as "Satisfied or Very Satisfied."

Data

EMPLOYER SATISFACTION WITH COMMUNITY COLLEGE CURRICULUM PROGRAM COMPLETERS

YEAR	NUMBER OF EMPLOYERS RESPONDING	PERCENT RATING SATISFACTION LEVEL AS "SATISFIED" OR "VERY SATISFIED"
1995-96	3,692	96.8
1996-97	3,655	98.2
1997-98	3,192	99.0

Source: Planning and Research, NC Community College System Office.

Recommendation

Employer evaluation of programs is an essential accountability tool. The Community College System should continue to work with the NC SOICC to refine and implement the interagency follow-up system. Funds and other resources should be sought to develop and implement a state-wide employer survey.

WORKFORCE DEVELOPMENT MEASURE D: ***Employment Status of Graduates***

Background

The most important measure of the effectiveness of programs intended to help people get and secure good jobs is the record of students accomplishing that goal. There is much anecdotal data about the success of community college students. Often instructors who are close to their students and program heads who are close to the employers know whether their students are getting jobs. This anecdotal evidence is very strong for some programs, such as nursing, but absent or less promising for others. It is more difficult for an instructor with large classes or for program administrators when the programs have more dispersed labor markets to be as exact about the numbers of students who are placed, though they often have a good "feel" for the situation. In addition, a comprehensive student follow-up survey could be very expensive. Problems with response rates and the sample nature of the follow-up also precluded definitive results.

With the North Carolina Common Follow-up System (CFS), we are now able to accurately track students employment status after they leave the colleges. The Common Follow-up System(CFS) is a cooperative venture of the participating state agencies under the auspices of the North Carolina State Occupational Information Coordinating Committee (NC SOICC). The CFS provides a highly efficient and cost effective method for collecting follow-up information for education, employment, and training program participants statewide. The NC SOICC decided that the CFS would be maintained by the Employment Security Commission (ESC).

Each year the agencies involved in the CFS submit unit record data on participants to the ESC. Among the agencies included in this process are the public high schools, community colleges, and the four year public universities. Each agency's data is matched against the Unemployment Insurance (UI) files and the other participating agencies' files. A database containing information on employment, employer, quarterly wages, receipt of unemployment benefits, and participation in other agencies' programs is returned to each submitting agency. The database each agency receives is limited to the participants that the agency submits for the data match. This is to say, the database received by community colleges has information only on community college students.

The CFS provides objective data on employment and earnings; however, it should be noted that only individuals employed in North Carolina and employed in jobs subject to the federal unemployment insurance guidelines will be found in the data match. If an individual is employed outside the state or is self-employed, no match will be found. This is not to say that such individuals are not employed; it simply means they are not found in the UI records.

Once the CFS database is received, it is matched against the Curriculum Student Progress Information System (CSPIS) database and the following year curriculum student registration database. This matching is conducted to determine demographic characteristics of the participants, such as students' completion status at the end of the academic year and whether they re-enroll the following year. Students who obtain an associate degree, certificate, or diploma in the year given and do not re-enroll in any of the colleges the following year are defined as "exit completers." Those who do not obtain an associate degree, certificate, or diploma in the year given and do not reenroll in any of the colleges the following year are considered as "exit noncompleters."

Students who have wages in any quarter during the year are considered employed. Those who are found both in registration records and UI records but have no quarterly wages during the year are considered unemployed.

Implications

Data on the employment rate for 1996-97 exiting students were not available in time to be included in this year's report. However, the employment rates for exit completers and exit noncompleters have both been very high. Past data showed that the exit noncompleters' employment rate was slightly higher than that of exit completers. This may be due largely to the fact that a lot of students who attend community colleges do so for the purpose of upgrading their job skills—they are employed while enrolled in community colleges.

Data

EMPLOYMENT RATE

YEAR	EXIT COMPLETERS		EXIT NONCOMPLETERS	
	% Employed	% Unemployed	% Employed	% Unemployed
1993-94	93.0	7.0	94.3	5.7
1994-95	92.6	7.4	94.4	5.6
1995-96	91.6	8.4	93.5	6.5

Recommendation

Placement rates are one of the essential indicators for programs focused on the workforce. Future effort should also focus on students' employment rates in different program areas. Analyses should also include noncredit, particularly basic skills (literacy) students.

CRITICAL SUCCESS FACTOR VI: COMMUNITY SERVICES

Part of the mission of the comprehensive community college is to provide special services for the citizens of the community. These services take the form of providing educational opportunities which help individuals to be better citizens, parents and just better people. The tendency has been to let community services become defined as the classes offered, particularly, in avocational or leisure-time activities. However, the real meaning of community services encompasses the role of the college in supporting leadership development in the community, offering its facilities as a meeting place, providing cultural activities and other specialized functions. It includes the activities of college personnel in supporting the civic and benevolent activities of the community. The wide range of the types of things that community service courses include is evidence of the key role community colleges play in the life of individual and very different communities.

Community services classes have been funded through a block grant since 1987-88. Funding for community services classes shows the effect of financial pressure, so enrollments have minimum value as a performance indicator. However, the data that is available measures the number of avocational, practical skills and other courses that are offered and their enrollment. Data have also been collected on the use of campus facilities by outside groups; and, data on community financial support of the colleges have been compiled.

For fiscal year 1991-92, the funds for community service and the visiting artist program were cut in half and combined into one block grant. The legislature and the State Board of Community Colleges maintained their position that all colleges must have a presence in community service and the cultural arts. For fiscal year 1992-93, the block grant to support community service was reduced by another 14.4 percent and the North Carolina Arts Council made the decision to discontinue the visiting artist program with community colleges.

The measures of community service are:

A. Number of Courses Offered and Students Enrolled Through Community Services (Avocational, Practical Skills, Academic, Cultural/Civic)

B. Enrollment of Senior Citizens

C. Support of Community Service Activities (Use of Facilities by Outside Groups; Support of Civic and Cultural Activities)

COMMUNITY SERVICES MEASURE A: ***Number of Courses Offered and Students Enrolled Through Community Services (Avocational, Practical Skills, Academic and Recreational)***

Background

The community college mission in continuing education is well established. In the North Carolina System, a distinction has been made between continuing education courses designed to enhance occupational skills and non-credit courses that can be academic, avocational, recreational, or that teach practical skills. All courses in these categories, except for recreational classes, must be approved by the State Board before a college can offer them, since they are eligible for state funding. Occupational classes are funded by an FTE formula similar to credit (or curriculum) courses, though at a lower level. The other categories are supported by a block grant for community services, an approach that was begun in 1987-88. Recreational classes must be self-supporting. Other classes may be offered on a self-supporting basis, but if so, they do not earn FTE toward the college's share of the block grant. Fees collected for such classes may be used to enable the college to continue and expand its community services program. This provision enables the community services program to grow even though state funding is kept to a minimum level.

In 1994-95, the designation of continuing education courses was changed. The categories formerly reported under community service are no longer applicable. Therefore, this measure now reports enrollment in community service activities and non-occupational self-supporting courses. Only three years of data are available.

Implications

Courses previously offered as Non-Occupational Self-Supporting were changed in 1996-97 to Community Service courses as a result of code changes in the Continuing Education Master Course List. The data for 1997-98 show a decrease in the enrollment in community service courses of 5.9 percent. In addition, the enrollment in non-occupational self-supporting courses continues to decrease. The overall total decreased 4.4 percent.

Data

ENROLLMENT IN COMMUNITY SERVICE AND NON-OCCUPATIONAL SELF-SUPPORTING COURSES

YEAR	COMMUNITY SERVICE	NON-OCCUPATIONAL SELF-SUPPORTING	TOTAL
1994-95	18,376	68,119	86,495
1995-96	16,771	77,709	94,480
1996-97	39,226	51,541	90,767
1997-98	36,910	49,889	86,799

Source: ***Annual Statistical Report, Information Services, NC Community College System Office.***

Recommendation

During the 1995 session of the General Assembly, community colleges were granted flexibility in the use of money previously designated for community services. These funds were no longer restricted to community services activities as long as colleges continue to provide community services at an appropriate level. Colleges addressed this stipulation in their Institutional Effectiveness Plans submitted to the System Office. Methods for tracking the impact of this 1995 legislation on community services are being developed.

COMMUNITY SERVICES MEASURE B: ***Enrollment of Senior Citizens***

Background

One of the purposes of community services activities is to reach citizens who have few alternatives. Senior citizens are the major group, but citizens in rest and nursing homes, prisons, mental health and alcohol rehabilitation facilities, etc. are also among those served with these classes and other activities.

Senior citizens make up a majority of those enrolled in community services classes. These citizens depend on community college activities for opportunities to fulfill learning objectives that may have been postponed, to help them cope with health, financial or other problems, and to improve their general quality of life. The state has a historic commitment to them and provides community college classes tuition-free. Community colleges contribute to making North Carolina attractive to retirees.

Data have not previously been collected on the characteristics of participants in community service activities. While such data can be readily collected from participants in classes, it is difficult and expensive to collect data from participants in other types of community service activities. It is possible, however, to determine the number of senior citizens enrolled in community services classes since age is collected at the time of registration.

Implications

Due to changes in the classification of continuing education programs, data on past enrollments of senior citizens in community service programs are not comparable with the reporting format that began in 1994-95. Enrollment of senior citizens in community service programs for 1997-98 showed a 5.7 percent decrease and non-occupational self-supporting courses' enrollment declined by 14.9 percent. The change to the overall total is a 8.6 percent decrease in the number of senior citizens served.

Data

**UNDUPLICATED ENROLLMENT OF SENIOR CITIZENS (65 OR OLDER)
IN COMMUNITY SERVICE AND
NON-OCCUPATIONAL SELF-SUPPORTING COURSES**

YEAR	COMMUNITY SERVICE	NON-OCCUPATIONAL SELF-SUPPORTING	TOTAL
1994-95	6,743	17,346	24,089
1995-96	7,177	16,892	24,069
1996-97	13,287	5,964	19,251
1997-98	12,527	5,073	17,600

Source: ***Annual Statistical Report, Information Services, NC Community College System Office***

Recommendation

Data on the number of senior citizens enrolled is an important measure in understanding the breadth of the community college mission. These data should continue to be monitored. At the same time an estimate of lost revenue resulting from enrolling senior citizens tuition-free should be developed. This measure could have implications for projecting tuition receipts in the future.

COMMUNITY SERVICES MEASURE C: ***Support of Community Services (Use of Facilities by Outside Groups; Support of Civic and Cultural Activities)***

Background

The role that community colleges play goes beyond the educational mission that is normally associated with colleges. In many communities, the colleges provide a focal point for community activity and cultural events. Whether it is providing a central location for community groups to meet, holding forums during political debates, or sponsoring events in the fine arts, the colleges have a major impact on the quality of life in the community.

It is not easy to measure the true impact of the colleges on the quality of life in their service area with data that are currently being collected. It is possible, however, to demonstrate the extent to which the colleges provide services to the community. Two measures have been chosen to indicate the extent to which the community colleges support community services activities.

The first measure examines the role that the community colleges play as a center of local activity. The mission of the Community College System relative to community service includes providing, where needed, a central location for meetings and events of local community groups. For many communities, the college provides the facilities that make many of their functions possible.

Each college was asked to record the number of outside groups using the facilities and the number of hours the facilities were used by these groups. An outside group was defined as any group not directly associated with the college. Thus, if the local chamber of commerce or the county commissioners held a meeting at the college, such an event would be recorded.

The second measure of the colleges' support of community services activities is the number of civic and cultural events the colleges sponsor or co-sponsor. These non-FTE generating activities are designed to fulfill the community service mission of the colleges. For many communities, the colleges are the center of civic and cultural events, providing enriching experiences for all members of the community.

It is difficult to measure the impact that the civic and cultural events sponsored by the college have on the community. Colleges have been asked to maintain a total count on the number of non-FTE generating civic and cultural events that were either sponsored or co-sponsored by the college. The data are presented on the next page.

Implications

The data on the number of outside groups using the college facilities and the total hours of usage indicate that the colleges do provide a valuable service to the community in making the college facilities available to outside groups. The data show that the number of outside groups using the college facilities in 1997-98 increased by 18.4 percent. While data on availability of space to respond to requests was not systematically collected, many colleges reported not being able to meet all the requests for use of the facilities due to the scheduling of classes during the day and evening.

Data

NUMBER OF OUTSIDE GROUPS USING COLLEGE FACILITIES AND TOTAL HOURS OF FACILITIES USAGE BY OUTSIDE GROUPS

YEAR	NUMBER OF GROUPS		HOURS OF FACILITIES USAGE	
	TOTAL	MEAN	TOTAL	MEAN
1993-94	5,202	102	78,111	1,532
1994-95	5,718	102	70,584	1,260
1995-96	5,376	101	70,674	1,333
1996-97	5,127	103	62,799	1,256
1997-98	6,068	105	78,916	1,361

Source: ***Planning and Research, NC Community College System Office.***

The data on the colleges' support of civic and cultural events demonstrate that they are fulfilling their community service mission. In examining the data, it must be remembered that these civic and cultural events are in addition to FTE generating civic and cultural events.

Data

NUMBER OF NON-FTE GENERATING CIVIC AND CULTURAL EVENTS SPONSORED OR CO-SPONSORED BY COMMUNITY COLLEGES

YEAR	NUMBER OF SPONSORED EVENTS		NUMBER OF CO-SPONSORED EVENTS	
	TOTAL	MEAN	TOTAL	MEAN
1993-94	1,347	26	2,122	42
1994-95	1,290	23	1,083	19
1995-96	807	18	1,363	26
1996-97	988	22	1,277	29
1997-98	1,031	18	3,050	53

Source: ***Planning and Research, NC Community College System Office.***

Recommendation

This measure needs to be examined more closely. While clearly college facilities are being used extensively by outside groups, it is not known what types of groups are using the facilities or how the facilities are being used. This may be the topic of a special study to determine the impact beyond educational program offerings that community colleges have on the counties in which they are located. In addition, a study should be designed to determine the impact that the sponsoring of civic and cultural events have on the community.

Educational institutions across the nation are being held accountable for their actions as never before. Federal legislation in the form of the Campus Security, Right to Know Act and Carl Perkins Act regulations has caused colleges to look more closely not just at the process of what they are doing, but also at the end product—the outcomes of their actions. The General Assembly, in examining budget requests, is keenly interested in the return on the state's investment in the community colleges. Accrediting agencies, the chief of which is the Southern Association of Colleges and Schools (SACS), have made demonstrated institutional effectiveness a major factor in the accreditation or reaffirmation of a college. The North Carolina State Board of Community Colleges has adopted, as one of four System goals, the goal of Accountability and Standards.

To be accountable is to be answerable for, implying that the accountable party is responsible for a satisfactory explanation. That in turn implies that the accountable party has sufficient authority and resources to produce a satisfactory account.

Accountability for the Community College System is shared by the State Board, the local boards, state and local administrative staffs and faculty. Each has responsibilities for which it is held accountable. A well-organized and managed system will provide appropriate authority and resources at each level and hold each group appropriately accountable.

The entire process of planning, program review, evaluation of results and these critical success factors themselves makes up an essential part of the comprehensive accountability system. Traditionally, accountability has been defined primarily in terms of accountability for funds, but these measures also indicate how programs are managed.

The measures chosen are:

A. Annual Educational Program Audit Summary—Number Audited and Percent of System Instructional Budget Cited for Exceptions

B. Number and Percent of Programs Reviewed

C. Number and Percent of Eligible Programs Accredited or Reaffirmed

ACCOUNTABILITY MEASURE A: ***Annual Educational Program Audit Summary—Number Audited and Percent of System Instructional Budget Cited for Exceptions***

Background

Auditors from the Community College System Office review the records of each college and determine the integrity of the accounts. Since the funds are distributed by a formula that is primarily driven by the number of full-time equivalent (FTE) students in class, and that different types of classes "earn" different amounts of dollars, it is important that students are properly counted and that classes are properly designated by type. Tuition must be properly charged and collected, and classes must meet in proper settings for approved periods of time. These and certain other details are the subject of the program audits.

The data show the number of audits conducted, the percentage of audits with exceptions, the resulting financial adjustments made as a result of the audits, and the percentage of System instructional budget accounted for by the financial adjustments.

The available data are for audits conducted in 1993-94 through 1997-98 covering program years 1992-93 through 1996-97. The number of program auditors employed by the System has increased over the years. This has resulted in increased ability to conduct more audits, to conduct more extensive audits, and to provide advice that prevents audit concerns. As recommended, the System also changed its procedures to provide for more balance between the amount of auditors' time focused on continuing education and curriculum programs. These changes are reflected in shifts in the numbers and types of questions raised by the auditors.

Implications

The data for 1997-98 shows an increase in the percentage of audits with exceptions and resulting financial adjustments. This ends a four year decline.

Data

EDUCATION PROGRAM AUDIT SUMMARY:
NUMBER OF COLLEGES AUDITED, NUMBER OF EXCEPTIONS CITED,
PERCENTAGE OF AUDITS WITH EXCEPTIONS

YEAR	COLLEGES AUDITED	COLLEGES CITED FOR EXCEPTIONS	% OF AUDITS WITH EXCEPTIONS	RESULTING FINANCIAL ADJUSTMENT	% OF SYSTEM INSTRUC. EXPEND.
1993-94	58	26	43	$ 500,395	0.17
1994-95	54	19	35	$ 480,323	0.17
1995-96	54	15	28	$ 304,838	0.10
1996-97	57	9	16	$ 125,391	0.04
1997-98	58	17	29	$ 178,205	0.05

Source: ***Annual Audit Summary, Auditing and Accounting, NC Community College System Office.***

Recommendation

The data on the number of audits and exceptions are useful, but a better way to indicate the seriousness of the exceptions and their satisfactory resolution needs to be developed. A way to show whether the colleges corrected problems or continued to have the same ones should be developed.

EDUCATION PROGRAM AUDIT SUMMARY, 1997-98:
COLLEGES CITED FOR EXCEPTIONS AND RESULTING FINANCIAL ADJUSTMENTS

INSTITUTION	FTE	RESULTING FINAN. ADJUSTMENT	% OF INSTRUC. BUDGET
< 1,000			
Pamlico CC	201		
Montgomery CC	692		
Bladen CC	779	$15,887	0.70
Roanoke-Chowan CC	866		
Mayland CC	879		
Tri-County CC	893		
Martin CC	919		
Brunswick CC	971		
1,000 - 1,999			
James Sprunt CC	1,086		
Anson CC	1,135		
McDowell TCC	1,268		
Sampson CC	1,352		
Carteret CC	1,392	8,000	0.23
Piedmont CC	1,398		
Isothermal CC	1,530		
Mitchell CC	1,535		
Halifax CC	1,548		
Haywood CC	1,601		
Blue Ridge CC	1,607	17,190	0.43
Beaufort County CC	1,638		
Randolph CC	1,664	1,789	0.04
Richmond CC	1,664		
Wilson TCC	1,667	2,713	0.07
Stanly CC	1,694		
Rockingham CC	1,810		
Nash CC	1,831		
Edgecombe CC	1,848		
Cleveland CC	1,852		
Southwestern CC	1,894		
College of the Albemarle	1,932		
2,000 - 2,999			
Southeastern CC	2,030		
Craven CC	2,173		
Robeson CC	2,213		
Wilkes CC	2,270		
Lenoir CC	2,274		
Western Piedmont CC	2,290		
Davidson County CC	2,444		
Johnston CC	2,636		
Alamance CC	2,690		
Surry CC	2,694	46,703	0.71
Caldwell CC & TI	2,720		
Sandhills CC	2,770		
Vance-Granville CC	2,870		
Wayne CC	2,938		
3,000 - 4,999			
Catawba Valley CC	3,115		
Rowan Cabarrus CC	3,211		
Gaston College	3,323		
Durham TCC	3,439	8,140	0.10
Asheville-Buncombe TCC	3,669	28,444	0.33
Coastal Carolina CC	3,682		
Central Carolina CC	3,803		
Pitt CC	3,905		
Cape Fear CC	3,914	12,644	0.15
Forsyth TCC	4,217	24,146	0.24
> 4,999			
Guilford TCC	5,997		
Wake TCC	6,848	12,549	0.09
Fayetteville TCC	8,314		
Central Piedmont CC	9,743		
System Total	143,338	$178,205	0.05

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ACCOUNTABILITY MEASURE B: Number and Percent of Programs Reviewed

Background

The State Board adopted a policy in October 1989 requiring that each college review all its curriculum programs every five years. Models for comprehensive program reviews were developed by a consortium of five colleges and disseminated throughout the System. The intent of this measure was to determine the percentage of programs being reviewed by colleges during the five-year cycle.

In 1994, the State Board of Community Colleges adopted the Annual Program Audit model. Colleges are now required to review all programs and services annually, utilizing key data elements that have been defined for the System. In addition, performance standards have been linked to several measures. These performance standards, if not met, will trigger a more in-depth program review or program termination.

As a result of this change to the Annual Program Audit, the measure of percentage of programs reviewed is no longer relevant. It is recommended that this measure be changed to monitor the number of programs that meet performance standards set in the Annual Program Audit.

ACCOUNTABILITY MEASURE C: ***Number and Percent of Eligible Programs Accredited or Reaffirmed***

Background

In addition to approval by the State Board of Community Colleges, many curriculum programs are eligible for accreditation by outside agencies. For some programs. such as the Associate Degree Nursing program, accreditation by an outside agency is required by the Community College System Office in order for the program to be offered. A number of programs, however, do not have mandatory accreditation requirements. Colleges can choose whether or not to accredit these programs.

There are a number of reasons why a college would want to accredit a program that does not carry mandatory accreditation by the Community College System. In several cases, for a graduate to be a candidate for licensure or certification, the program must be accredited by the agency issuing the license or certificate. In other cases, accreditation may raise the status of the program since it documents adherence to a given set of state or national standards. Finally, accreditation can be thought of as a program management tool, like program review, for it provides standards by which to judge the curriculum.

There are also reasons not to seek accreditation. The accreditation process can be costly, with some accreditations costing several thousand dollars. In addition, the college may not have the faculty or staff resources necessary to carry out the accreditation process; there is a time cost involved. Finally, the requirements for accreditation may be beyond the resources of the college. For example, there may be equipment or library requirements that the college simply cannot meet.

Implications

Data on accreditation of programs are no longer collected by the Academic and Student Services Division of the System Office. If this continues to be the case, this measure should be discontinued.

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